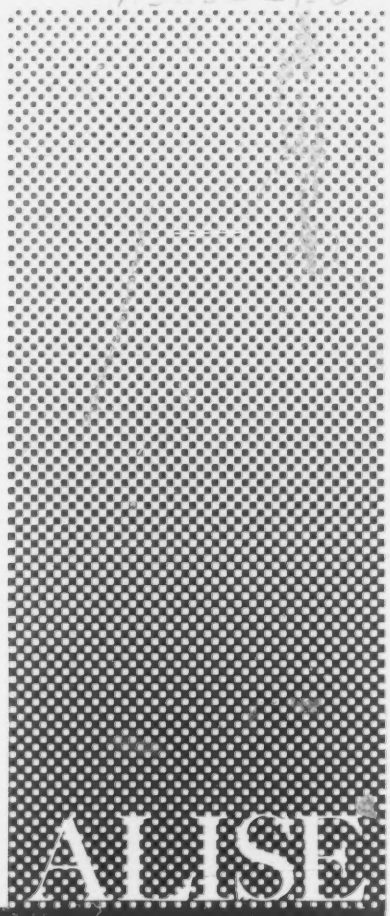

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ALISE

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edited by
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ASSOCIATION FOR LIBRARY AND INFORMATION SCIENCE EDUCATION
STATE COLLEGE, PA.
1988

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INTRODUCTION

This volume is the ninth annual statistical report on library and information science education published by the Association for Library and Information Science Education (ALISE). It is the continuation of the project begun with the publication of the first report in 1980, edited by Gary Purcell. The purpose of the project, as noted in previous editions, remains the compilation, analysis, interpretation and reporting of statistical information about graduate library and information science education programs whose schools are members of ALISE (formerly Association of American Library Schools - AALS). Member schools include those whose programs leading to the first professional degree (i.e., the master's degree) in library and information science appear on the accredited list of the American Library Association. In addition, membership in ALISE is open to programs which offer a graduate degree in Library Science or cognate field that have not been accredited by ALA. These categories are designated in the text as "ALA schools" and non-ALA schools" respectively.

The authors who have collected, tabulated, analyzed and reported the statistical data in this report form the ALISE Library and Information Science Education Statistics Committee, with Timothy W. Sineath serving as chair and over all editor and Janet Phillips, Executive Secretary of ALISE, being responsible for the publication and distribution of the Report. In addition, the support staffs of the authors' institutions have made invaluable contributions to the data collection and preparation of the manuscripts of the various parts of the report.

The 1988 Report is arranged in much the same pattern as the previous editions. The section entitled "Summary and Comparative Analysis" begun in 1983 has become a permanent part of the report. This edition is divided into six sections, each of which is listed below with the authors and their institutional affiliations.

1. **Faculty - Timothy W. Sineath, University of Kentucky**
2. **Students - C. Glenn Sparks, University of Texas**
3. **Curriculum - Daniel Barron, University of South Carolina**
4. **Income and Expenditures - Fred W. Roper, University of South Carolina**
5. **Continuing Education - M. Kent Mayfield, Medical Library Association**
6. **Summary and Comparative Analysis - Evelyn H. Daniel, University of North Carolina, Chapel Hill**

Variations in format and style are attributed to the different topics and the fact that each section was written by a different author. However, questionnaires from which the data were taken were compiled and approved by the Committee as a whole. In previous editions, each section had separately numbered paging preceded by an alphabetical designation. Since 1986 editions have been consecutively numbered in order to facilitate access to the Report. The tables have retained their section designation. Roman numerals are used to designate the section numbers and arabic numerals to designate the table numbers.

With each annual questionnaire, the Library and Information Science Education Statistics Committee has sought feedback from users, participating schools and others. In addition, the Committee meets regularly to discuss the wording of the questions, the frequency with which they should be asked, and other issues concerning this project. As a result of this continuing evaluation, changes have been made each year. Various improvements in the formats of the questionnaires and in the report have enhanced the accessibility of the information in it. Questions have been modified, deferred to a later year, or dropped entirely. The most important change has been the addition of the Summary and Comparative Analysis section begun in the 1983 edition. The Committee has attempted to maintain consistency in the nature and type of information collected and reported in order that these data be comparable from one year to the next. A major objective of the project is to build a data base which will allow comparisons over time as well as comparisons among schools.

The pattern established in the first year of data collection has been continued in this edition. Data for the report were collected through two questionnaires. The first, sent directly to school deans and directors by Timothy W. Sineath, requested confidential salary information about full-time faculty members. The results of this survey appear in the first part of the chapter on faculty. Because of the sensitive nature of salary information, individual schools are not identified in the faculty section. The remainder of the data was collected through a more extensive questionnaire in five parts prepared by the authors and sent from the office of the ALISE Executive Secretary. In all other sections of the Report individual schools are identified as deemed appropriate by the author of that section.

The response rate to the questionnaire reached 100 percent in 1982. The response rates since are as follows: 1983 (96%); 1984 (93%); 1985 (97%); 1986 (92%); and 1987 (95%). In 1988, the response rate to all sections of the questionnaire was 91.6%. Although no school failed to respond to at least a portion of the questionnaire, the following schools, did not return responses to all sections: Columbia, Clarion, Chicago, North Carolina Central, Oklahoma and Pratt. The lack of 100% participation of ALA schools weakens the report as a source of complete and comparable data on library and information science education. Some schools did not report by the deadlines and have seriously delayed the publication of the Report. For this an apology is in order to the majority of the schools who cooperated in every way with this project. It is not only enlightened self-interest but seen as a professional obligation for all schools to report the statistical data completely, accurately and in a timely manner. Among the non-ALA schools, only 8 responded. While this response rate is insufficient for analysis or comparative purposes, it will continue to be collected since no other source of information about these programs is easily available.

Copies of the Report are available at a reduced rate for schools which have contributed data to this edition. Copies are available at a nominal charge to other schools, institutions and individuals. As with past practice, the expense of tabulating and analyzing the data and the compilation of the report was underwritten by the participating schools, and organizations and the authors of each section. The over all editing and preparation for publishing was the responsibility of the Editor. ALISE would like to thank the responsible persons in each school for their contributions to this Report. Without the many hours of work by these individuals and by the Committee, this project would not be possible.

In the Introduction to previous editions of the report various data have been extracted from each of the five sections which seemed to be of special interest. In particular the 1982 edition provided a comparison over time in our effort to discern any trends during these years. This comparative report was also written by Gary R. Purcell. In order to provide an extended comparative analysis to that previously included in the "Introduction," beginning in 1983 a new section entitled "Summary and Comparative Analysis" was added. This chapter includes a summary of the entire report and a cross analysis of the various parts with interpretive commentary. It is hoped that this section will continue to be a valuable addition to an already much used report and that it will continue to increase the access to and utility of the report and thereby further our understanding of library and information science education. In the 1987 edition this section was authored by Jane Robbins, University of Wisconsin, Madison. ALISE wishes to thank her for this contribution.

Timothy W. Sineath
Editor

FACULTY

by

Timothy W. Sineath

Following the pattern of previous reports, data on faculty included in this report appear in two parts. Data in Part I have been compiled from a form submitted to this writer, on a confidential basis, by the dean or director of each of 60 library and information science education programs accredited by the American Library Association (ALA) on January 1, 1988. Hereafter, these schools will be referred to as ALA schools. Also included in Part I is a compilation of similar data provided by 10 library education programs that are not accredited by the American Library Association. These schools will be referred to as non-ALA schools.

Part II of the faculty section of this report has been compiled from information provided by 58 ALA schools and by 8 non-ALA schools in response to the faculty section of the general questionnaire prepared for the Association for Library and Information Science Education. However, as explained in the introduction to Part II, 2 schools that were eligible to report in the section concerned with the ALA schools did not. These schools are listed in the tables, where appropriate, thus resulting in a list of 60 ALA accredited schools that constitute the total list of schools in that category.

Part I of the faculty section is based upon data reported by the participating schools as of January 1, 1988. Part II, however provides information that pertained to the schools during the fiscal year 1986-87 (July 1, 1986, to June 30, 1987). In requesting the data appearing in Part I, each dean and director who was assured that there would be complete confidentiality of the information supplied. Thus, in this report, neither individual faculty members nor individual schools are linked to specific data that pertains to information on salary, gender, race, age, or any other category covered. However, confidentiality was not promised on the information supplied on the faculty portion of the ALISE questionnaire, and individual schools are identified by name in the tables found in Part II.

Part I:

This is the fifteenth survey of faculty salaries and related data pertaining to library education that are a part of this series. The first ten of the previous fourteen were compiled and reported by Russell E. Bidlack, Dean Emeritus of the School of Library Science at the University of Michigan. The next three surveys were compiled by Gary Purcell of the University of Tennessee. This is the second compilation by this writer. The format followed in this report is basically the same as that used in previous years. This format has been retained in order to ensure comparability of data from year to year. Data were provided by the chief executive officers of 55 of the 60 schools accredited by ALA on January 1, 1988. Last year 56 schools that met this criteria reported.

This is the ninth successive year that non-ALA schools have been included in the survey. In the past, these schools were identified as ALISE associate institutional member schools, but with the discontinuation of the distinction between institutional member and associate institutional member schools, new terminology is used to distinguish between the two sets of schools. This year there were 8 non-ALA schools that responded to the survey compared to 7 last year.

The chief executive officers of all of the schools are referred to in this report as deans and directors for the sake of convenience even though some hold other titles. Each dean or director was requested to provide specific information about each full-time faculty member, (including the dean or director), who held employed status as of January 1, 1988. The categories of information requested were: (1) title and/or academic rank; (2) annual salary rate; (3) whether appointed for the fiscal or academic year; (4) whether or not tenured; (5) sex; (6) highest degree earned; (7) discipline of highest degree; (8) ethnic origin (except Canadian schools); (9) age category (by 5-year groupings); (10) year of appointment to the school's full-time faculty; and (11) year of appointment to present rank in the school in which currently employed. These categories are the same as used for the past several years.

As in past years, fringe benefits were not reported as part of the salaries, and stipends for summer teaching, extension teaching, or other over-load rewards were also excluded. Faculty members on sabbatical leave on January 1, 1988 are included in the analysis this year, although they have not always been in past years.

The 60 ALA schools to which questionnaires were sent this year are located at the following universities: Alabama; Alberta; Arizona; Atlanta; Brigham Young; British Columbia; California-Berkeley; California-Los Angeles; Catholic; Chicago; Clarion State; Columbia; Dalhousie; Drexel; Emory; Emporia State; Florida State; Hawaii; Illinois; Indiana; Iowa; Kent State; Kentucky; Long Island; Louisiana State; Maryland; McGill; Michigan; Missouri; Montreal; SUNY, Albany; SUNY, Buffalo; North Carolina; North Carolina, Central; North Carolina at Greensboro; Northern Illinois; North Texas State; Oklahoma; George Peabody College of Vanderbilt; Pittsburgh; Pratt; Queens; Rosary; Rutgers; St. John's; San Jose; Simmons; South Carolina; South Florida; Southern Connecticut; Southern Mississippi; Syracuse; Tennessee; Texas; Texas Woman's; Toronto; Washington; Western Ontario; Wisconsin-Madison; and Wisconsin-Milwaukee. Chicago, Clarion, Columbia, Pratt and Oklahoma did not respond to Part I of the questionnaire: Columbia and North Carolina Central did not respond to Part II and are excluded from parts of the respectives analyses.

In keeping with a long standing institutional policy regarding the release of salary data, one school, Brigham Young declined to provide this information.

The number of full-time faculty members at the 55 of 60 ALA schools reporting, including deans and directors, totaled 562, down from 572 last year and 603 the previous year. (It should be remembered that fewer schools responded to the current survey. It is therefore likely that the actual number of

faculty has not dropped from last year). This number does not include positions unfilled at the time the report was submitted.

Counting unfilled positions, the total number of full-time faculty positions as of January 1, 1988 was 601. However, the base number used for most of the analyses that follow will be 562, although the base number for some analyses will be a lesser number, depending on the number of persons reported. The number of full-time faculty in the 55 schools ranged from a low of 4 in one school to a high of 33 in another school. The average faculty size (excluding persons on sabbatical or reported unfilled positions) was 10.21 which represents an increase of .18 from last year's 10.03. This remains an erosion in the average faculty size from 1974, when these data were first reported in this series. At that time, the average faculty size was 11.66. This is a drop of 1.45 positions in the average size of the faculties of the ALA schools. Table I-1 shows the average number of faculty members from 1974 to 1988, and illustrates a steady decline in average faculty size through 1986. In 1987, and 1988 the average size increased by slightly 2/3 of a position.

TABLE I-1:
Average Faculty Size, ALA Schools
1974 to 1988

Year	Number of Schools Reporting	Average Number of Full-time Faculty
1974	53	11.66
1975	59	11.32
1976	62	11.24
1977	64	11.05
1978	64	10.69
1979	67	10.67
1980	67	10.66
1981	69	10.46
1982	69	10.23
1983	68	10.00
1984	66	9.97
1985	66	9.85
1986	62	9.70
1987	57	10.03
1988	55	10.21

Table I-2 shows the variation in the number of full-time faculty on January 1, 1988 among the 55 responding schools, (including unfilled funded positions). This table shows that 25 of the 55 ALA schools had full-time faculties of 9 persons or fewer, including the dean or director. In the three years prior to 1987-88, more than half of the schools had a faculty of 9 or less. During 1987-88, the percentage with 9 or fewer has dropped to 46 percent. The most common faculty size (i.e., the number held by the largest number of schools) in 1988 is 9. In 1986 and 1987 this number was also 9.

TABLE I-2:
Variation in the Number of Full-time Faculty, Including Deans and Directors, Per School Among 55 ALA Schools on January 1, 1988

Number of Full-time Faculty	Number of Schools	Percentage of Total (57)
4	1	1.8
5	1	1.8
6	2	3.7
7	7	12.9
8	7	12.9
9	7	12.9
10	7	12.9
11	3	5.5
12	6	11.1
13	2	3.7
14	3	5.5
15	3	3.5
16	2	3.7
18	2	3.7
19	1	1.8
34	1	1.8

Of the 562 full-time faculty, including the deans and directors, on January 1, 1988, in the 55 responding ALA schools, 307 (54.6 percent) were males, 255 (45.3) were females. An examination of Table I-3 shows that, although this is virtually the same ratio as in 1987, there has been a slight increase in the percentage of female faculty members. The 1988 ratio of female to male faculty members is now the highest of any year in the time period from 1976 to the present. Nevertheless, the ratio has changed very little during the entire time period. In 1976, with 62 schools reporting, the percentage of female faculty members was 41.5 and in 1988, with 55 schools reporting, the percentage was 45.3, a change of 3.8 percent.

TABLE I-3
Male-Female Ratio of Full-time Faculty, ALA Schools, 1976-1988

Year	Number of Schools	Total Full-time Faculty	Percentage of Males	Percentage of Females
1976	62	697	58.5	41.5
1977	64	707	59	41.0
1978	64	684	59.2	40.8
1979	67	715	58.6	41.4
1980	67	714	58.8	41.2
1981	69	722	58.3	41.7
1982	69	706	56.8	43.2
1983	68	680	58.1	41.9
1984	66	658	57.8	42.2
1985	66	650	57.7	42.3
1986	62	603	56.6	43.4
1987	57	572	55.2	44.7
1988	55	562	54.6	45.3

Table I-4 shows the 1987-88 male-female faculty ratio according to faculty rank in contrast to the ratio for 1975-76, the earliest date for which these data were collected. The table also reports the ratio for 1986-87, the previous reporting period. Because the number of schools reporting as ALA schools changes from year to year, it is the percentage rather than the actual number of faculty members that is of primary significance in this table. In 1975-76, 41.5 percent of the faculty in all ranks (including deans and directors) were women. In 1987-88, 13 years later, that number had increased to 44.8, a 3.41 percent increase in the ratio of female to male faculty members. In the past there have been some larger changes at specific academic ranks. The rank at which the most significant increase is evident from 1975-76 to 1987-88 is at the assistant professor level (from 46 percent female to 60.2 percent). There has also been a significant increase in the percentage of female deans and directors from 1975-76 to 1987-88 (19.7 percent to 38.3 percent). This percentage increase has been the same for two years. However, this year's figure is 3.1% higher than that of 1986-87.

At the associate professor level, there has been a decrease, as was reported for the last two years, from 45.7 percent in 1975-76 to 43.8 percent in 1987-88. It is difficult to know to what this overall decline should be attributed. Four years ago, Purcell speculated that this might be due in part to a slight but steady increase in the number of female professors and that many of the female assistant professors might have been in the field too brief a time period to yet be ready for promotion. This explanation could be valid because the number of female faculty members holding the rank of professor has increased even though there has been a substantial drop in the total number of faculty members in all schools. As he stated previously, there is a need for a study that examines the promotion of female faculty members on a person by person basis to identify and report the reasons for promotion of female faculty members to the rank of associate and professor ranks.

At the professor level there has been a decrease in the ratio of females to males, from 29.5 prcent in 1975-76 to 26.9 percent in 1987-88. There is a decrease of 4 female full-professor faculty members from last year, perhaps because of the decrease in the number of schools reporting.

When comparing the percentage of female to male deans and directors in 1975-76 (19.7 percent) to that in 1987-88 (38.3 percent, the same in 1986-87) it is evident that there has been a substantial increase in both the number and percentage of female deans and directors. In 1975-76, there were 12 female deans and directors; in 1986-87 and 1987-88 there are 23. The direction of this increase in encouraging in that it is a move in the direction of more equitable representation of women in administrative posts in library and information science education.

TABLE I-4
Changes in Male-Female Ratio of Full-Time Faculty
From 1975-76 to 1987-88

1975-76 (62 Schools, 697 Full-time Faculty)

Number	Rank	Males	Females
61	Deans and Directors	49 (80.3%)	12 (19.7%)
146	Professors	103 (70.5%)	43 (29.5%)
199	Associate Professors	108 (54.3%)	91 (45.7%)
248	Assistant Professors	134 (38.6%)	114 (46.0%)
24	Instructors	6 (25.0%)	18 (75.0%)
19	Lecturers	8 (42.1%)	11 (57.9%)
697		408 (58.5%)	289 (41.4%)

1986-87 (57 schools, 575 full-time faculty)

Number	Rank	Males	Females
60*	Deans and Directors	37 (61.6%)	23 (38.3%)
154	Professors	108 (70.1%)	46 (29.8%)
179	Associate Professors	106 (59.2%)	73 (40.7%)
149	Assistant Professors	56 (37.5%)	93 (62.4%)
13	Instructors	3 (23.0%)	10 (76.9%)
15	Lecturers	7 (46.6%)	8 (53.3%)
5**	Other	0	5
575*		317 (55.1%)	258 (44.8%)

1987-88 (55 schools, 562 full-time faculty)

Number	Rank	Males	Females
60*	Deans and Directors	37 (61.6%)	23 (38.3%)
156	Professors	114 (73.0%)	42 (26.9%)
162	Associate Professors	91 (56.1%)	71 (43.8%)
166	Assistant Professors	66 (39.7%)	100 (60.2%)
10	Instructors	1 (10.0%)	9 (90.0%)
10	Lecturers	3 (30.0%)	7 (70.0%)
2**	Other	0	2(100.0%)
566*		312 (55.1%)	254 (44.8%)

* Includes Deans of schools not reporting

** This includes persons not holding academic rank, or for whom academic rank was not reported, but who are still considered by their school as full-time faculty members.

DEANS AND DIRECTORS

Among the 60 ALA schools, there were 12 changes in appointments of executive officers between January 2, 1987 and January 1, 1988. This represents a change in leadership of 13.3 percent, and the number is below the highest number of changes previously reported, i.e., 17 in 1985-86. A review of the number of changes in the past few years provides a context for the extent of change in leadership in library education that occured in 1985-86. In 1980-81 there were 9 new appointments (13 percent), in 1981-82, the number of new executive officer appointments was 10 (14.5 percent), in 1982-83 the number was 15 (22 percent), in 1983-84, the number was 9 (13.6 percent), and in 1984-85, the number was 11 (16.7 percent). During 1985-86, there were 11 new executive officers appointed on a permanent basis, and 6 appointed on an acting or temporary basis (if one also includes the temporary appointment to replace the dean who was on sabbatical). Thus, more than 1 out of 4 schools appointed new or acting executive officers during 1985-86. Although in 1986-87, the number of changes (9) was much more in line with those of previous years, in 1987-88, the number has increased by 3 to a total of 12 changes.

Of the 12 "new" deans and directors in 1987-88, 4 were serving in an "acting" or temporary capacity on January 2, 1988. Of the 8 regular appointments, 6 were males and 2 were females. Following is a list of the schools with new executive officers in 1987-88: Alabama (Acting Dean); Alberta (Acting Dean); Catholic (Acting Dean); Drexel (Dean); Emporia (Dean); North Carolina-Greensboro (Chair); North Texas (Dean); Peabody-Vanderbilt (Chair); Pratt (Dean); St. John's (Acting Director); South Florida (Director); and Syracuse (Dean).

The breakdown of the administrative titles of the executive officers of the 60 ALA Schools on January 1, 1988 is reported in Table I-5. This breakdown includes the acting deans or directors.

TABLE I-5
Titles of 60 Heads of ALA Schools
January 1, 1988

Title	Number	Percent
Dean	36	60.0
Acting or interim Dean	5	8.3
Director	16	26.6
Chair	3	5.0

Of the 60 deans and directors (and persons holding the title of chair), including those holding acting or temporary status, 50 (83.3 percent) held the rank of professor. Of these 50, 32 were males (64.0 percent) while 18 (36.0 percent) were females. Ten held the rank of associate professor and of these, 5 (50.0 percent) were males and 5 (50.0 percent) were females. All were reported as holding tenure at the time of the report. Five schools did not report: 3 males and 2 females.

Of the 37 males who were executive officers of ALA schools on January 1, 1988, 33 (89.1 percent) had earned doctorates. Of the 23 female executive officers, all (100 percent) had earned doctorates. Of the 4 executive officers

who did not hold the doctorate, all held the master's degree in library science.

Considering the entire population of deans and directors of ALA schools on January 1, 1988, 56 (93.3 percent) held an earned doctorate. This percentage is up from 1986-87 when 91.2 percent held the earned doctorate. This is the third successive year in which the percentage of executive officers holding an earned doctorate has increased.

Of the 56 doctorates held by deans and directors, 41 (73.2 percent) were in library and information science. This is a decrease in the actual number from the 42 last year; the percentage has also decreased.

Table I-6 shows the disciplines of the doctorates held by the deans and directors of the ALA schools.

TABLE I-6
Disciplines of the Doctorates Held by 56 Heads of ALA Schools, January 1, 1988

Library and/or Information Science	41
Communications	2
Education-Administration	2
Electrical Engineering	1
History	1
Information Resource Management	1
Math	1
Physics	1
Political Science	2
Public Administration	1
Sociology	1
Urban Education	1
Zoology	1

U.S. schools were asked to indicate the ethnic origin of deans and directors, and of the 50 deans and directors of ALA schools located in the U.S. that reported ethnic origin, 43 were white and 7 were from minority ethnic origins, the same number from minority ethnic origins, reported last year. Of the 7 who were from minority origins, 5 were Black, 1 was Asian Pacific, and 1 was Hispanic.

Schools were asked to report the age of the faculty and the deans and directors. A total of 54 schools reported this information, which is displayed in Table I-7 by five-year categories. This table includes all executive officers serving as of January 1, 1988, including those in an acting capacity.

TABLE I-7
Age Categories of 54 Heads of ALA Schools
January 1, 1988

Age Grouping	Number	Percentage
65+	2	3.7%
60-64	8	14.8%
55-59	12	22.2%
50-54	11	20.3%
45-49	13	24.0%
40-44	3	5.5%
35-39	5	9.2%
Total	54	

This table shows that 33 (61.1 percent) of the executive officers of the 54 reporting schools were 50 years of age or older on January 1, 1988. This is a decrease in the percentage from last year (70.9 percent). In fact, this is the smallest percentage of faculty in this age group for at least the last five years. For 1986, the percentage was 66.7 percent, for 1985 it was 74.6 percent, and for 1984 it was 67.7 percent. If acting deans and directors are excluded, the figure for January 1, 1988 is increased to 64.0 percent. To show the data for deans and directors with a regular rather than acting or temporary appointment, Table I-7a reports age category information for those not including acting or temporary appointments.

TABLE I-7a
Age Categories of 50 Heads of ALA Schools Exclusive of Those
With Acting or Iterim Appointments, on January 1, 1988

Age Grouping	Number	Percentage
65+	2	4.0%
60-64	7	14.0%
55-59	12	24.0%
50-54	11	22.0%
45-49	11	22.0%
40-44	3	6.0%
35-39	4	8.0%
Total	50	

This table shows that 9 (18.0 percent) of the deans and directors who held regular appointments were 60 years of age or older as of January 1, 1988. The number was lower last year, with 8 (14.8 percent). Table I-7b shows this distribution by gender and indicates that a larger percentage of male deans and directors were 60 years of age or older (12.9 percent) than was true of their female counterparts (5.5 percent). This is an increase in the percentage of male but not female deans and directors over 60 as reported last year. In 1984 through 1987 increases were noted, but in 1983 it was reported that due to the policies in exsitence in most colleges and universities that require persons

holding administrative posts to vacate these positions at age 65, 21.4 percent of the executive officers in 1983 could be expected to retire as deans or directors within 5 years. This wave of retirements has begun, as is evident from the data in Table I-7a and I-7b. The large number of deans and directors that are in the 55-59 age category indicate that within another 5-10 years, there may be another wave of retirements.

TABLE I-7b
Age Categories, on January 1, 1988, of 53 Heads of ALA Schools Divided by Sex

Age Grouping	Males	Females
65+	1	1
60-64	6	2
55-59	8	4
50-54	6	5
45-49	7	6
40-44	2	1
35-39	5	0
	35	19

Salary figures as of January 1, 1988 were reported for 53 deans and directors of ALA schools. Chicago, Clarion, Columbia, Oklahoma, and Pratt did not respond to Part I of the questionnaire. Of the remaining 55 respondents, Bingham Young has an institutional policy which prohibits the reporting of all salary data, and Pittsburgh will not release the Dean's salary. Of the 55 deans and directors, 51 held fiscal year (11 or 12 month) appointments. Of these holding fiscal year appointments, 31 were male and 20 were female. One female and three males held academic year appointments.

In the 1985 report, it was noted that the first year in which a salary of $60,000 or above for deans and directors was reported was 1982. Then, just one year later, in 1983, the level of $70,000 or above was reported. In the 1984 report, the high salary for deans and directors was an academic year salary at a Canadian school, and, at $74,550, did not break the $80,000 barrier. For 1985, the high salary is for a fiscal year appointment in a U.S. school and the figure was $79,000, so again, the $80,000 barrier was not breached. The $80,000 salary barrier was broken in 1986, with two people reporting salaries above $80,000. In 1988, 3 Deans, all with fiscal year appointments reported salaries which exceed $90,000. The high salary reported was $97,100. The 1987 salary data show that for 1986-87, 14 deans or directors have salaries that exceed $70,000. This was an increase of 5 over the previous year. In 1988, 17 deans or directors earned more than $70,000 - an increase of 5 over last year. Of the 17, 3 are in Canadian schools and 14 are in U.S. schools; all have fiscal year appointments. The number of deans and directors with salaries over the $70,000 figure increased by 5.8 percent over last year, and several other deans and directors have salaries near $70,000, so it is likely that next year the number that exceed this figure will increase again.

In previous years, the issue of the difference between salaries paid in Canadian schools and schools located in U.S. has been discussed. The question has always been whether the exchange rate between the two currencies should be factored in when comparing salaries. Canadian salaries traditionally have been higher than those in the U.S., and the exchange rate has continued to change. On the first business day of 1988, the exchange rate was $.7714 U.S. to $1.00 Canadian. Some have commented that the exchange rate should be used as a control variable leading to an equilization of salary data. However, as noted in previous volumes of this study, if Canadian cost-of-living differences are considered, it would be equally appropriate to apply cost-of-living differences to various cities and regions of the U.S., thus making the reporting procedure impossibly complicated and not any more meaningful. Other methods exist to compare cost-of-living and the Canadian - U.S. exchange rate. Therefore the method of dealing with this problem is to call the reader's attention to the fluctuating exchange rate and, in some instances, to provide separate tables for U.S. and Canadian schools. This solution has been used in each of the proceeding years of the report, and will be this year also. To make a change at this point would result in a lack of comparability of the data over time.

The salaries of the 49 deans and directors reporting fiscal year salaries (Including those in an actinc capacity) ranged from a high of $97,100, to a low of $43,920. The mean salary for the 49 deans and directors with a fiscal year appointment was $65,336 (Median $64,000). Eliminating the deans and directors of the Canadian schools from the analysis, the mean salary of the remaining 42 deans and directors of U.S. schools who had fiscal year appointments on January 1, 1988, was $64,622 (Median $61,230). The mean salary for Canadian deans and directors was $69,811 (Median $69,336). An analysis of the 4 deans and directors that received their salaries on an academic year basis shows a range from a high of $50,582, to a low of $31,200. The mean for deans and directors on academic year appointments was $40,411 (median $39,931). All of the academic year salaries were in U.S. schools.

Of the 49 deans and directors who had fiscal year appointments on January 1, 1988 and who reported their salaries, (including acting persons), 30 were males and 19 were females. For the 30 males, the mean salary was $69,655 (Median $66,991). This is an increase in the mean salary of male dean and directors of $6,424, over January 1, 1987, for a percentage increase of 10.2. For the 19 female deans and directors who hold fiscal year appointments, the mean salary on January 1, 1988, was $60,167 (Median $56,468), for an increase of 7.1 percent. The mean salary of female deans and directors was $9,489 less than that of their male counterparts. This compares with a difference of $7,986 in 1987; of $7,692, in 1986; of $11,253 in 1985; of $6,674 in 1984; and of $7,302 reported for 1983. The magnitude of the increase in the differential between the mean salaries of male and female deans and directors was startling in 1985. The differential in 1987, was not substantial and is more nearly comparable with 1983 and 1984. However, the 1988 difference is substantial. Moreover, the five year average (1984-88) salary differential is $8,618. Table I-7c shows the mean salaries of deans and directors from 1976-77 to 1987-88.

Although the salary differential between male and female deans and directors is clearly evident from the data reported, it is even more evident when one examines the salaries in rank order. A ranking of deans and directors with fiscal year appointments shows that, for the last 2 years, 8 out of the 10 highest salaries are received by males. Other factors such as longevity,

region, academic qualifications, and the size of the school clearly are factors which have an effectis on this differential and conclusions based on this limited data should be drawn with care. Even so, it would appear that there is inequity between female deans and directors and their male counterparts - and the situation does not appear to be improving.

TABLE I-7c:
Average Salary of Deans and Directors With Fiscal Year Appointments, 1976-1988

	1976-77 (56)	1977-78 (54)	1978-79 (60)	1979-80 (58)
Males and Females	$33,261	$34,935	$36,975	$39,485
Males only	33,494	35,156	37,306	40,713
Females only	32,407	34,074	35,499	35,234

	1980-81 (58)	1981-82 (61)	1982-83 (59)	1983-84
Males and Females	$42,628	$45,653	$48,405	$51,261
Males only	43,799	47,367	50,509	53,134
Females only	37,622	40,830	43,207	46,460

	1984-85	1985-86	1986-87 (52)	1987-88 (49)
Males and Females	$53,793	$56,622	$61,247	$65,336
Males only	56,947	59,683	63,231	68,488
Females only	45,694	51,991	56,222	60,167

An analysis of this table shows that for the 49 deans reporting with fiscal year appointments (including acting deans and heads of Canadian schools), the percentage of increase in the average salary shown here, was 6.7 percent compared to a similar increase of 8.1 percent last year. However, this figure is not meaningful because of changes in the actual persons holding deanships from year to year. The percentages indicate only the approximate salary improvements from the positions of deans and directors rather than improvements for individuals. The meaning of this increase is further eroded by the difference in actual schools represented in the two years.

Table I-8 indicates the length of administrative service in the schools where they presently serve, of the 59 deans and directors with regular and acting appointments. As the table shows, on January 1, 1988, 5 deans and directors had held their administrative positions for 10 years or more (down from 9 last year). This represents 8.4 percent of the schools (compared to 13.0 percent last year). At the other end of the longevity spectrum, 22 deans and directors have been appointed to their present position since January 1, 1986, a period of only 3 years. This means that 37.3 percent have held their position no longer than two years. Last year that figure was 40.0 percent. This is further evidence of a great deal of change in library education leadership and indicates a high rate of turnover among executive officers in the library education programs in the U.S. and Canada. From all indications this is a trend taking place in higher education administration generally.

TABLE I-8
Year of Appointment of the Heads of 59 ALA Schools With Regular and Interim Appointments on January 1, 1988

Year	Number	Year	Number
1965	1	1976	0
1966	0	1977	1
1967	0	1978	0
1968	0	1979	1
1969	0	1980	2
1970	1	1981	4
1971	0	1982	5
1972	0	1983	6
1973	0	1984	6
1974	1	1985	8
1975	1	1986	8
		1987	2
		1988	12

Meaningful data regarding the full-time faculty who assist the executive officer in administering the school is difficult to obtain because major differences exist from one school to another. In most instances these faculty members carry out their administrative responsibilities, but have reduced teaching loads. However, some do not teach, but devote their entire time to administrative responsibilities. Also, the administrative roles, as well as the rewards for this service, differ widely both in terms of academic rank and salary. As in earlier reports, this group of faculty are identified here as "associate (assistant, etc.) deans and directors." Only those who have faculty status as well as administrative roles are included. Of the 55 ALA schools that reported for 1987-88, 19 had full-time faculty serving as associate (assistant, etc.) deans and directors. This is an increase of one over 1986-87. Two of the 19 schools had 2 or more faculty members with such appointments, for a total of 22 individuals. Of the 22 associate (assistant, etc.) deans and directors in 1988, 8 were newly appointed to this post during the year under review. In 1986-87, 19 (out of 60) schools had such positions, whereas in previous years the numbers were as follows: 1985-86, 22; 1984-85, 21; 1983-84, 23 schools (out of 66); in 1982-83, 25 schools (out of 68); in 1981-82, 28 schools (out of 69); and in 1980-81, 34 schools (out of 69). Thus in 1980-81, nearly half of the schools had one or more associate (assistant, etc.) deans or directors. Eight years later, in 1988, both the number and percentage of schools with full-time associate or assistant dean (director, etc.) has decreased. It is possible that one factor that accounts for the decline is the elimination of this post as a means for schools to cut back on expenditures. However, it is also possible that as some schools decrease in faculty size, the central administration of the universities consider the position to be less important and hence eliminate the position.

It should be noted that this report includes only full-time faculty members serving in positions as associate or assistant deans (directors, etc.). A number of schools have individuals (support staff) other than full-time faculty who serve as administrative assistants to the dean or director.

TABLE I-9:
Faculty Holding Administrative Titles, 1987-88
Among ALA Schools

Title and Rank	Number
Associate Dean	
Professor	4
Associate Professor	5
Assistant Professor	3
Sr. Lecturer	1
Assistant Dean	
Professor	1
Associate Professor	
Assistant Professor	3
Associate Director	
Associate Professor	1
Chair	
Professor	3
V.P. Professor	1

Of the 22 associate (assistant, etc.) deans and directors, 10 (45 percent) were males while 12 (54.0 percent) were females. Compared to 1977-78, the representation of females in this group has improved. In 1977-78 there were exactly twice the number of males (24) as females (12) in the associate (assistant, etc.) deans and directors group. In 1988, the majority were females.

Of the 22 individuals being considered here, 13 (5 males and 8 females) had fiscal year appointments, while 9 (5 males and 4 females) had academic year appointments.

For the 13 with fiscal year appointments, the high salary was $65,124 (a female), the low was $25,008 (a female). The mean salary for the 4 males (one did not report) was $49,609 while for the 8 females the mean was $47,287. The mean for the males and females combined was $48,061.

For the 9 associate (assistant, etc.) deans and directors holding academic year appointments (5 males and 4 females), the high salary was $70,356 (a male) the low was $28,587 (a male). The mean salary for the 5 males was $50,479; for the females the mean was $46,129. The mean salary for all associate and assistant deans and directors holding academic year appointments for 1987-88 was $48,546.

The salaries of full-time faculty who serve as associate (assistant, etc.) deans and directors are usually determined to a greater degree by their academic rank than by their administrative titles and responsibilities. Most also have some teaching responsibilities. Consequently, the above computations are likely to change quite a bit from year to year. As a consequence of this, the persons who hold these positions are included in the tables that follow under their academic rank.

NEW FACULTY APPOINTMENTS

Between January 2, 1987 and January 1, 1988, exclusive of deans and directors, 58 new full-time regular faculty members were appointed. This compares with a total of 56 last year, and 48 the previous year. Table I-10 provides a basis for comparing the annual number of new faculty appointments over the past 10 years. In earlier reports, this table counted deans and directors, including those with acting or interim status, even when appointed from within their own faculties. However, since a marked increase of acting or interim deans and directors tended to skew the figures, last year this table was recalculated for the previous years to exclude in the new appointment colums all deans and directors.

TABLE I-10
Ratio of New Faculty Appointments (Exclusive of Deans & Directors) to Total Faculty, 1976-1988

Year	Number of Schools	Total Full-time Faculty	New Appointments	Percent of New Appointments
1978-79	67	648	52	8.0
1979-80	67	647	50	7.7
1980-81	69	653	48	7.4
1981-82	69	637	55	8.6
1982-83	68	613	47	7.7
1983-84	66	656	47	7.2
1984-85	66	650	39	6.0
1985-86	62	602	48	8.0
1986-87	57 of 60	572	56	9.8
1987-88	55 of 60	562	58	10.3

The following table shows the sex of the 58 new faculty members appointed to full-time regular positions in the various faculty ranks betwen January 2, 1987 and January 1, 1988, in ALA schools.

TABLE I-11
Rank & Sex of 58 New Faculty, Exclusive of Deans and Directors, Appointed Between January 2, 1987 and January 1, 1988

Rank	Males	Females	Total
Professor	4	1	5
Associate Professor	3	1	4
Assistant Professor	17	26	43
Instructor	0	5	5
Lecturer	0	1	1
Total	24	34	58

Of the 4 new associate professors who were not deans or directors, all but one received academic year appointments and all but one held earned doctorates. Their age categories were: 1 from 40-44, 2 from 50-54, 1 from 55-59. None were appointed with tenure. There were 5 new appointments at the rank of professor which were not deans or directors. These were all in U.S. schools, and all were male. Their ages ranged from 40 to 55. All were appointed without tenure. Three were given academic year appointments; 2 were given fiscal year appointments.

Because the most common rank at which new faculty members are appointed is that of assistant professor, the salaries paid this group, along with other characteristics, are always of particular interest. There were 43 new assistant professors appointed to permanent positions in 1987-88. This compares with 29 in 1986-87; 32 in 1985-86; 27 in 1984-85; 25 in 1983-84; 29 in 1982-82 and 1981-82 and 28 in 1980-81. These figures show that the number has fluctuated over the past few years, but has varied only slightly until the current year which shows a 48 percent increase over last year. However, as noted above the total of new appointments at all ranks in 1987-88 is up 3.5 percent over 1986-87. Of the 43 new assistant professors appointed in 1987-88, 17 were male (39.5 percent) and 26 were female (60.4 percent).

Among the 43 new assistant professors, 39 had completed their doctorates by January 1, 1988. The disciplines of the 39 new assistant professors with earned doctorates were distributed into the following subject fields:

Library & Information Science	21	Early Childhood	1
American Civilization	1	Economics	1
Archives	1	Engineering	1
Book Arts	1	English	1
Children's Literature	1	History	1
Community Education	1	Law	1
Community Health	1	Political Science	1
Computer Science	2	Psych./Math	1
Curriculum & Instruction	2		

Of the 43 new assistant professors in 1987-88, 9 were in Canadian schools and 34 were in U.S. schools. Thirty-five were white, 2 were black, 1 was American Indian, 1 was Asian or Pacific Islander, and 4 were not designated. Thirty-one were appointed for academic years. Age catagories provided as follows:

50-54	3	35-39	11
45-49	6	30-34	6
40-44	16	20-24	1

Salaries reported for 43 new assistant professors appointed in 1987-88, ranged from a high of $43,764 to a low of $22,005. The mean salary for 31 persons with an academic year appointment (which included 2 Canadian appointments) was $29,092, and the median was $29,000.

The mean salary for the 13 males appointed for the academic year to the rank of assistant professor in 1987-88 was $29,365 (median $25,000). For the 18 females appointed as assistant professors for the academic year, the mean salary was $28,895 (median $29,895). Contrasted with the 1986-87 difference of $1, 951, in favor of males, the 1987-88 difference has dropped to $470 in favor of males. When the salaries of those without doctoral degrees are removed from the calculation, the difference between male and female salaries is reduced to only $76, in favor of males. However, when academic and fiscal year means are combined, the mean for males is $30,051 and for women the mean is $31,884, a female advantage of $1,833.

Table I-11a shows the mean beginning salaries for assistant professors with academic year appointments since 1976-77. During those years, women have out-distanced their male colleagues' average salary in 1978-79, 1979-80, and in 1985-86. In the total number of these appointments, 289, women have accounted for 167 (57.7 percent) while men have accounted for 122 (42.2 percent).

TABLE I-11a
New Assistant Professors - Academic Year
Appointments, 1977-1988

Year	Total Number	Mean Average For Males	Mean Average For Females	Mean Average For All	Percentage of Increase
76-77	22	$15,576 (10)	$14,707 (12)	$15,105	
77-78	23	15,386 (10)	14,907 (13)	15,115	.09
78-79	30	16,188 (16)	17,241 (14)	16,679	10.35
79-80	18	17,065 (6)	17,445 (12)	17,319	3.84
80-81	25	19,928 (8)	18,777 (10)	19,146	10.55
81-82	22	20,854 (9)	20,270 (13)	20,509	7.12
82-83	22	23,335 (8)	21,604 (14)	22,233	8.40
83-84	19	24,170 (8)	21,335 (11)	23,722	6.70
84-85	24	25,277 (9)	23,748 (15)	24,321	2.50
85-86	24	26,000 (8)	26,946 (17)	26,732	9.91
86-87	29	28,290 (11)	26,399 (18)	27,183	1.69
87-88	31	29,365 (13)	28,895 (18)	29,092	7.02

There were 12 new fiscal year appointments at the assistant professor rank during 1987-88. Because the number of new assistant professors appointed for the fiscal year has always been small, no effort has been made in the past to tabulate these appointments by gender or salary. During the past 12 years, only 56 fiscal year appointments have been made at the assistant professor level, as compared to 289 appointed for the academic year. However, this year the number of appointments is large enough to make some meaningful calculations. The mean salary of the 12 persons with fiscal year appointments was $36,500 (Median $38,406). Nine of the 12 appointments were made in Canadian schools. Eight were female and 4 were male. Table I-12 has been expanded to provide information regarding fiscal year appointments. The actual distribution of the 43 new assistant professors for 1987-88, is given in the table. Because only two academic year appointments were in Canadian schools, these will not be identified separately in order to avoid a compromise of confidentiality of the individuals' salaries.

TABLE I-12
Distribution of Salaries for 43 New Assistant Professors, 1987-88

Academic Year Appointments		Fiscal Year Appointments	
Salary	Sex	Salary	Sex
$38,500	M	$43,764	F
38,000	M	43,030	F
34,500	F	40,764	F
34,000	F	40,000	F
33,000 (2)	F	39,500	F
31,750	F	38,812	F
31,000 (2)	M	38,000	F
31,000	F	35,000	M
30,250	M	33,740	M
30,000 (2)	F	30,385	M
29,000 (3)	M	30,000	M
29,000 (2)	F	28,008	F
28,350	F		
28,000 (3)	F		
26,500	M		
25,008	F		
25,000 (3)	M		
24,500	M		
23,000	F		
22,500	F		
22,005	F		

There were 5 full-time instructors appointed during 1987-88 among the 55 reporting ALA schools. All were female; 4 had academic year and 1 had fiscal year appointments. The average salary was $25,383.

There was 1 new appointment at the rank of lecturer between January 2, 1987 and January 1, 1988. Information on this appointment will not be reported in order to preserve the confidentiality of the information.

FACULTY SALARIES-ALL FACULTY

The following table enables one to compare 1987-88 mean and median salaries at each rank with those of a year earlier (1986-87). Salary figures were withheld by Brigham Young because of institutional policy. In addition, in 1987-80, Pittsburgh withheld the Dean's salary, and Chicago, Clarion, Columbia, Oklahoma and Pratt did not report at all. A total of 552 salaries (including those of deans and directors) were reported for 1987-88. In 1986-87, there were 572; in 1985-86, there were 603; in 1984-85, the number was 633 salaries. In 1983-84, this total was 642; in 1982-83 it was 662; and in 1981-82 it was 687.

TABLE I-13
Faculty Salaries, ALA Schools,
1986-87 (55) and 1987-88 (54)

Rank and Term		1986-87 Mean	1986-87 Median	1987-88 Mean	1987-88 Median
Deans & Directors	FY	$61,247	$60,600	$65,262	$64,000
Deans & Directors	AY	45,148	45,148	40,411	36,225
Professors	FY	58,686	60,050	60,297	63,592
Professors	AY	47,340	46,056	49,405	47,301
Assoc. Profs.	FY	47,500	45,700	49,706	49,217
Assoc. Profs.	AY	34,851	40,000	36,270	35,605
Asst. Profs	FY	37,745	38,049	39,154	39,968
Asst. Profs	AY	28,962	28,537	29,767	29,475
Instructors	FY	30,815	31,000	35,218	34,244
Instructors	AY	25,858	24,075	25,441	24,000
Lecturers	FY	30,265	31,780	31,228	34,047
Lecturers	AY	31,323	29,000	31,444	28,844

The mean and median salaries shown above in Table I-13 have been based on all salaries reported without regard to region. Furthermore, no attempt has been made to compute the exchange rate between the Canadian dollar and the U.S. dollar. Since Canadian university salaries are often higher than those in the U.S., and there are geographical differences in the U.S. as well, Table I-13a is intended to show average salaries by region and for Canadian schools. The regions used are those used by ALA's Committee on Accreditation in its semi-annual listing of accredited programs, even though this results in uneven numerical groupings. Brigham Young, Chicago, Clarion, Columbia, Oklahoma and Pratt were not included in their respective regions because salaries were not provided by those schools. The number of faculty salaries included is shown in each category in parentheses. In those instances where only 1 salary fits into a given category, the salary is not reported in order to protect the privacy of the individual to whom the salary applies.

Northeast: Albany, Buffalo, Catholic, Drexel, Long Island, Maryland, Pittsburgh, Queens, Rutgers, St. John's, Simmons, Southern Connecticut, and Syracuse. (13 of 16 schools reporting)

Southeast: Alabama, Atlanta, Emory, Florida State, Kentucky, Louisiana State, North Carolina, North Carolina Central, North Carolina at Greensboro, Peabody, South Carolina, South Florida, Southern Mississippi, and Tennessee. (All 14 schools reporting)

Midwest: Emporia State, Illinois, Indiana, Iowa, Kent State, Michigan, Missouri, Northern Illinois, Rosary, Wisconsin-Madison, and Wisconsin-Milwaukee. (11 of 12 schools reporting)

Southwest: Arizona, North Texas, Texas, and Texas Women's. (4 of 5 schools reporting)

West: California-Berkeley, California-Los Angeles, Hawaii, San Jose, and Washington. (5 of 6 schools reporting)

Canada: Alberta, British Columbia, Dalhousie, McGill, Montreal, Toronto, and Western Ontario. (all 7 schools reporting)

TABLE I-13a
Mean Salary for Faculty of 54 ALA Schools Divided by Region, 1987-88

Fiscal Year Mean Salaries

Region	Deans & Dir.	Professors	Assoc. Profs.	Asst. Profs
Northeast	(11) $69,256	(14) $53,011	(11) $47,650	(8) $37,503
Southeast	(11) 59,029	(0)	(0)	(0)
Midwest	(11) 60,522	(1) —	(4) 45,038	(4) 31,842
Southwest	(4) 64,210	(1)	(3) 46,800	(1) —
West	(5) 75,086	(0)	(1) —	(1) —
Canada	(7) 69,811	(21) 66,247	(25) 51,757	(21) 40,861

Academic Year Mean Salary

Region	Deans & Dir.	Professors	Assoc. Profs	Asst. Profs
Northeast	(1) —	(40) $53,013	(33) $38,575	(37) $32,606
Southeast	(3) 41,011	(34) 45,529	(31) 34,569	(32) 27,698
Midwest	(0)	(18) 47,745	(27) 34,696	(38) 28,860
Southwest	(0)	(12) 48,589	(9) 33,585	(10) 27,186
West	(0)	(14) 51,270	(16) 38,980	(13) 32,195
Canada	(0)	(0)	(0)	(0)

The following table shows the difference between mean salaries in the schools in the U.S. and those of Canada. In evaluating these figures it is important to remember that the difference in exchange rate between the U.S. and the Canadian dollars on January 1, 1988 was $.7714 U.S. to $1.00 Canadian.

TABLE I-13b:
Average Salaries Among 54 Library Schools in the U.S. Compared to Average Salaries Among 7 Library Schools in Canada, 1987-88

Fiscal Year

	Deans & Dir.	Professors	Assoc. Profs	Asst. Profs
U.S.	(42) $64,503	(14) $53,011	(19) $47,007	(14) $36,592
Canada	(7) $69,811	(21) $66,274	(25) $51,757	(21) $40,861

Academic Year

	Deans & Dir.	Professors	Assoc. Profs	Asst. Profs
U.S.	(4) $40,411	(118) $49,405	(16) $36,270	(130) $29,767
Canada	(0)	(0)	(0)	(0)

Improvements in the mean faculty salary in 1987-88 over 1986-87 at each rank are shown in Table I-14. It should be kept in mind, however, that promotions, resignations, retirements, and new appointments in 1987-88 result in a different group of people being compared for these two years. Because actual names of faculty members are not provided by the schools, it is not possible to separate the continuing faculty in a given rank from those entering that rank. The results of these limitations mean that the improvement in salary is for the incumbents of each rank at a given time and do not reflect individual salary improvement.

TABLE I-14:
Improvement in Average Salaries for Faculty in ALA Schools Between 1986-87 and 1987-88

Rank		Number in 1986-87	Number in 1987-88	Improvement in Mean Salary	Percentage of Mean Salary
Deans & Dir.	FY	52	49	$4,015	6.5%
Deans & Dir.	AY	2	4	4,737	10.5%
Professors	FY	40	37	1,429	2.4%
Professors	AY	109	118	2,065	4.3%
Assoc. Profs	FY	44	44	2,206	4.6%
Assoc. Profs	AY	144	116	1,419	4.0%
Asst. Profs	FY	20	35	1,409	3.7%
Asst. Profs	AY	132	130	805	2.7%
Instructors	FY	1	3	4,403	14.2%
Instructors	AY	8	7	-417	-1.6%
Lecturers	FY	7	3	963	3.2%
Lecturers	AY	10	6	121	.38%
Totals:		569	552		

In reading the following table, one should keep in mind that the small number of faculty holding the instructor and lecturer rank, and the small number of deans and directors holding an academic year appointment, detract from the significance of those particular percentages.

TABLE I-14a:
Percentage of Salary Improvement by Rank, Among ALA Schools over 5 Years, 1983-84 to 1987-88

		1983-84	1984-85	1985-86	1986-87	1987-88	Total
Deans & Dir.	FY	5.9	4.0	5.4	8.0	6.5	29.8
Deans & Dir.	AY	.6	-4.1	3.7	8.6	10.5	19.3
Professors	FY	2.0	7.0	4.0	5.3	2.4	20.7
Professors	AY	5.1	3.4	7.1	8.7	4.3	28.6
Assoc. Prof.	FY	2.9	3.2	5.2	5.2	4.6	21.1
Assoc. Prof.	AY	5.1	3.2	4.4	5.6	4.0	22.3
Asst. Prof.	FY	1.1	3.5	5.0	23.9	3.7	37.2
Asst. Prof.	AY	4.7	4.7	5.0	6.3	2.7	23.4
Instructors	FY	2.8	1.9	-23.9	77.0	14.2	72.0
Instructors	AY	4.1	5.8	8.6	9.0	-1.6	25.9
Lecturers	FY	9.4	-15.7	-3.4	4.8	3.2	-1.5
Lecturers	AY	14.2	1.5	-5.0	4.3	.38	15.38

The following table enables one to compare the mean salaries in each faculty rank for males and females. As is seen in the following table, in the principle faculty ranks the mean salary for males exceeds that for females in all ranks, except assistant professors on fiscal year appointment, where female salaries exceed male salaries by $2,658.

TABLE I-15

Male and Female Faculty Salaries in 54 ALA Schools on January 1, 1988

Fiscal Year Appointments, 1987-88

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Dir.*	30	$68,488	19	$60,336
Professors	24	60,437	13	60,039
Assoc. Profs	20	49,734	24	49,682
Asst. Profs	15	37,635	20	40,293
Instructors	0	---	3	35,218
Lecturers	1	---	2	28,902

Academic Year Appointments, 1987-88

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Dir.	3	$37,021	1	$ ---
Professors	89	50,856	29	44,951
Assoc. Profs.	67	36,696	49	35,688
Asst. Profs.	47	30,480	83	29,363
Instructors	1	---	6	24,148
Lecturers	2	35,327	4	29,503

The schools in the United States were again asked to provide ethnic data for their full-time faculty. Fifty-one schools which responded to the survey provided this information listed in Table I-17.

*53 reporting salaries

TABLE I-17:
Ethnic Background of Full-time Faculty in
54 ALA Schools in the U.S., January 1, 1988

Rank	Asian Indian	Asian or Pacific Islander	Black	Hispanic	White	Total
Deans & Dir.	0	1	6	1	46	54
Professors	0	2	6	1	132	141
Assoc. Profs.	0	3	4	1	126	134
Asst. Profs.	1	5	12	0	126	144
Instructors	0	0	0	0	11	11
Lecturers	0	0	1	0	7	8

The table that follows provides age category data for the full-time faculty with academic rank in all ALA schools except Chicago, Clarion, Columbia, Oklahoma and Pratt (Pittsburgh does not report the Dean's age category). It has been noted in earlier reports that the average age of the faculty has been increasing. On January 1, 1988, however, 32.5 percent of faculty were reported as 55 or older. This is a decrease of 1.3 percent over last year in the number of faculty in these age groups.

TABLE I-18
Age Categories of Full-time Faculty on
January 1, 1988 in 55 ALA Accredited Schools

	70+	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	Total
Deans & Dir.	0	2	8	11	11	13	4	5	0	0	54
Professors	3	7	36	49	23	30	10	1	0	0	159
Assoc Profs.	1	3	19	22	30	35	37	11	1	0	159
Asst Profs.	0	0	7	11	18	24	55	38	14	1	168
Instructors	0	0	0	0	2	1	1	5	1	0	10
Lecturers	0	0	4	4	0	1	1	0	1	0	11
TOTALS	4	12	74	97	84	104	108	60	17	1	561
Percentage of Total	.07	2.1	13.1	17.3	15.0	18.5	19.2	10.7	3.0	.01	

YEAR OF INITIAL APPOINTMENT

Each of the 55 reporting ALA schools responded to the request for the date of initial appointment to its full-time faculty of each current faculty member. In Table I-19, the date shown represents that initial appointment year for each of the faculty members where academic rank was reported, who were employed on January 1, 1988. It is interesting to note that nearly one half (45.5 percent) of all faculty in ALA Schools have been appointed in the last seven years (1980-87).

TABLE I-19:
Year of Initial Appointment of Full-time Faculty
at Their Present ALA School

	Deans and Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		TOTALS
	M	F	M	F	M	F	M	F	M	F	M	F	
1950				1									1
1951					1								1
1954							1						1
1955				1									1
1956			1										1
1958			2	1									3
1959			2										2
1961			1	2	1								4
1962			2		1								3
1963			4										4
1964	1			2									3
1965	1		7	3									11
1966	1	1	4	1	3	1							4
1967			8	1	2	1						1	13
1968			3		4			3					10
1969	2	1	10	3	2	3							21
1970	4		11	3	4	2							24
1971			9	4	4	5	1	1					24
1972	1		3	2	10	1		2					18
1973	2	1	2	4	2	5		3			1		20
1974		3	7	2	7	7						1	27
1975	3	2	3	1	3	4	1	1					18
1976	1		6	1	2	3	2	1					16
1977	2	1	4	3	7	7							24
1978		3	2	1	4	3		1					14
1979	1			1	3	3		2		1			11
1980			3		3	3		1					10
1981	2	1	1	2	7	8	3	3					27
1982	1	1	3		2	4	4	5					20
1983		2	3		3	5	6	9			1	1	30
1984	2		1	1	1	1	6	10	1				23
1985	4	2	4		1	2	10	18			1	3	45
1986	2	2	6		4	3	10	18		3			48
1987	4	1	4		6	6	17	25			5	1	69
1988				2									2

In the following table, the year is given for the appointment or promotion of each of the full-time faculty members holding academic rank to his/her present academic rank in the school where he/she holds a full time position. In this listing, deans and directors have been distributed according to their faculty ranks.

TABLE I-20

Year of Appointment or Promotion of Full-time Faculty to Their Present Rank in Their Respective Schools

	Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers	
	M	F	M	F	M	F	M	F	M	F
1962	1		1							
1963	2				1					
1965	1									
1966	3		1							
1967	2		4							
1968	3		1							
1969	3	1	1			1				
1970	7	1				1				
1971	2	1								
1972	2		4							
1973	2	1	1	1		2			1	
1974	6	2	2	3						1
1975	7	3	6							
1976	10	1	4	1						
1977	9	1	10	2	1	3				1
1978	3	3	4	4	2	1				
1979	6	6	6	8	1	2		1		
1980	8	3	3	7		3				
1981	8	4	6	6	2	2				
1982	3	5	5	4	4	4				
1983	8	10	9	7	6	6			1	1
1984	7	1	5	5	5	10				
1985	11	5	4	7	9	20			1	3
1936	13	4	8	8	11	21		1		
1987	13	5	11	11	19	30	1	7		1
1988	1	2		1						1

Among the 560 full-time faculty in the 55 ALA schools participating in the 1987-88 study, there were 24 promotions within the professional ranks. This compares with 29 last year, but was still considerably lower than the 42 recorded in 1983-84. In 1982-83, there were 23 promotions. As the following table suggests, the rate of promotion declined in 1985 and 1986 but has increased by 45 percent in 1987. In 1988, the number declined by 17 percent.

TABLE I-21:
Faculty Promotions in ALA Schools, 1982-1988

Rank to Which Promoted	1982-83		1983-84		1984-85		1985-86		1986-87		1987-88	
	M	F	M	F	M	F	M	F	M	F	M	F
Professor	2	2	4	11	2	2	3	3	6	2	6	3
Assoc. Prof.	10	7	10	10	6	4	6	4	4	8	4	8
Asst. Prof.	1	1	3	4	0	0	0	4	2	7	2	1
TOTALS	13	10	17	25	8	6	9	11	12	17	12	12

TABLE I-21a:
Number of Years as Full-time Faculty Member in Their Respective Schools of the Individuals Promoted in 1987-88

Rank	No. Persons		No. Years	Rank	No. Persons		No. Years
	M	F			M	F	
Profs.	1		16	Assoc	1	1	7
	1	2	13	Profs	2	4	6
		1	10		1	2	5
	1		11			1	1
	1		5				
	2	1	4				
Asst. Profs.	2		3				
		1	1				

In lieu of repeating the detailed background of earned doctorates by gender, rank, and field, customarily included in Table I-22, only a summary will be presented. The number of earned doctortates held on January 1, 1988 for the total faculty population of 560 (including Deans and Directors) was 466, (83.2 percent). This is an increase in the percentage from last year, as shown in Table I-22a, following the trend toward an increased number of faculty members holding the doctorate. Of the 466 faculty members holding the doctorate, 319 (68.4 percent) had their degree in library and/or information science, 147 faculty members had doctorates outside library science. Table I-22a indicates the percentage of faculty members holding doctorates, by sex.

Data on the number of faculty with earned doctorates have been collected since 1977. The following table shows the steady growth of its percentage over these 10 years. During that time period the percentage of total faculty members who hold the doctorate has increaased from 61.8 pecent to 83.2 percent, a substantial increase. The rate of increase in females holding the doctorate exceeded that of males. However, the percentage of male faculty members that have completed the doctorate is still higher than that of their female counterparts. This gap is decreasing, however.

TABLE I-22a:
Percentage of Full-time Faculty in 55 ALA Schools With Earned Doctorates, 1977-88

Year	Percentage of Males With Earned Doctorates	Percentage of Females With Earned Doctorates	Percentage of Total Faculty with Earned Doctorates
1977	69.3	50.9	61.8
1978	73.6	53.0	65.2
1979	75.4	55.4	67.0
1980	76.7	56.8	68.5
1981	77.1	61.3	70.8
1982	78.1	63.0	71.5
1983	81.0	63.0	71.5
1984	82.3	70.1	77.1
1985	80.0	74.9	77.9
1986	82.6	75.9	79.9
1987	85.3	77.1	81.6
1988	86.5	79.2	83.2

Table I-23 provides a listing of the disciplines other than library and information science in which 147 faculty members held doctorates on January 1, 1988. While deans were asked to be precise in identifying these disciplines as they completed the questionnaire, the responses often were not clear, and the instructions were frequently given varying interpretations. The fields other than library science, information science, and library/information science are quite varied, as has been the case in the past. For example, in the field of education, numerous specific subfields are indentified, some of which might be the same degree with a slightly different name. Because of the wide variation, this year the doctorates in fields other than library and/or information science will not be noted individually. Only the disciplines will be identified.

TABLE I-23
Earned Doctorates Outside Library and/Information Science
Held by 169 Full-time Faculty in 57 ALA Schools
on January 1, 1988

DISCIPLINE	NO	DISCIPLINE	NO
Adult Education	5	Industrial Technology	2
American Civilization	1	Land Resources	1
Book Arts	1	Latin	1
Chemistry	2	Law	2
Children's Literature	1	Linguistics	1
Communication	11	Logic/Method	1
Communications Research	2	Mathematics	2
Community Health	1	Medical Ecology	1
Computer Science	6	Media Communication	1
Curriculum & Instruction	9	Microbiology	1
Early Childhood	1	Music History	1
Economics	2	Philosophy	4
Education	25	Physics	3
Educational Media	2	Political Science	4
Educational Technology	1	Psychology	8
Electrical Engineering	4	Public Administration	2
English	8	Roman Studies	1
English Education	1	Sociology	2
Folklore Literature	1	Social Work	1
Higher Education	6	Spanish	1
History	10	Speech	1
History of Science	1	Urban Education	1
Humanities	1	Zoology	1
Industrial Engineering	1		
Instructional Development	1		

While approximately 83.2 percent of the full-time faculty teaching in 55 ALA schools had completed doctoral degrees prior to January 1, 1988, the percentage of faculty within individual schools holding the doctorate varied considerably, from a low of 25 percent to a high of 100 percent in 12 schools. In 2 schools, half or less of the faculty held doctorates. This is down from 3 schools in 1987, and 4 schools in 1986. Forty-three schools (78 percent) of the 55 reporting have faculties of which at least 75 percent hold the doctorate.

TABLE I-24:
Percentage of Faculty Having Doctorates in 55 ALA Schools on January 1, 1988

Percentage	Number of Schools
100	12
95-99	0
90-94	6
85-89	8
80-84	8
75-79	9
70-74	3
65-69	2
60-64	4
55-59	1
50-54	0
45-49	0
40-44	1
35-39	0
30-34	0
25-29	1

TENURE

Of the 560 full-time faculty in the 55 ALA schools that reported on their faculty this year, 65.5 percent of the faculty members were reported as having tenure on January 1, 1988. (Those with "security of Appointment" have been included in this number). Information on tenure has been collected since 1977, and is reported in Table I-25. As can be seen from this table, the percent of the total faculty in ALA schools is slightly lower this year than during the previous two year. The percentage of tenured faculty members in all ALA schools has increased by approximately 12 percent since 1976-77, a fact that no doubt has had an impact on faculty mobility in library education. Almost two-thirds (nearly 7 out of 10) of the total number of faculty members in ALA schools have tenure.

TABLE I-25:
Percentages of Tenured Faculty Among ALA Schools, 1977-88

Year	Percentage of Tenured Faculty
1976-77	58.4
1977-78	60.0
1978-79	62.1
1979-80	64.8
1980-81	66.3
1981-82	65.0
1982-83	66.3
1983-84	67.8
1984-85	64.2
1985-86	68.0
1986-87	67.0
1987-88	65.5

Three schools reported having all-tenured faculties. Prior years are as follows: 1987(5), 1986(4), 1985(11) and 1984(11). Three schools reported the lowest percentage of tenured faculty: 20 and 28 (2 schools) percent respectively. The following table show the variation among 55 schools that reported tenure data.

TABLE I-26:
Percentage of Tenured Faculty Among 55 ALA Schools, January 1, 1988

Percentage of Tenured Faculty	Number of Schools
100	3
95-99	0
90-94	0
85-89	3
80-84	5
75-79	8
70-74	6
65-69	2
60-64	9
55-59	6
50-54	3
45-49	2
40-44	5
35-39	0
30-34	0
25-29	2
20-24	1

The following table shows tenure status by rank and sex of the faculty members holding academic rank and included in this study. It should be understood, of course, that deans and directors shown with tenure enjoy that tenure as faculty members, not as their schools' executive officers.

TABLE I-26a:
Tenure Status by Rank and Sex Among 55 ALA Schools on January 1, 1988

	With Tenure			Without Tenure		
	Males	Females	Total	Males	Females	Total
Deans & Directors	34	21	55	0	0	0
Professors	108	40	148	7	2	9
Associate Profs.	78	66	144	10	8	18
Assistant Profs.	7	12	19	56	91	147
Instructors	0	0	0	1	9	10
Lecturers	0	1	1	3	6	9
Total:	227	140	367	77	116	193

Tables showing regional difference in faculty size and sex (Tables I-26b and I-26c) were included in the 1983 report and the report for 1978-79. However, it is not necessary to provide these particular data each year and so they will not be included in this year's report. The table that appeared in the 1984 report as Table I-26d, showing regional differences in average salaries, has been shifted to the section following Table I-13.

In the table that follows, 552 individual faculty salaries (including those for 53 deans and directors) were reported by 54 of the ALA schools. All salaries are included except for persons who do not hold academic rank, salaries from Brigham Young which has an institutional policy against reporting salaries, and Pittsburgh which does not report the salary of the Dean. The salaries are distributed by rank in increments of $500 (except where there are large gaps between salaries. The salaries for associate (assistant, etc.) deans and directors have been entered according to their faculty ranks.

TABLE I-27: Salaries on January 1, 1988 of 552 Full-time Faculty in 55 ALA Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
99,500-99,999												
99,000-99,499												
98,500-98,999												
98,000-98,499												
97,500-97,999												
97,000-97,499	1											
96,500-96,999												
96,000-96,499	1											
95,500-95,999												
95,000-95,499												
94,500-95,999												
94,000-94,499												
93,500-93,999												
93,000-93,499												
92,500-92,999	1											
92,000-92,499												
91,500-91,999												
91,000-91,499												
90,500-90,999												
90,000-90,499												
89,500-89,999												
89,000-89,499												
88,500-88,999												
88,000-88,499												

TABLE I-27: Salaries on January 1, 1988 of 552 Full-time Faculty in 55 ALA Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
87,500-87,999												
87,000-87,499												
86,500-86,999	1											
86,000-86,499												
85,500-85,999												
85,000-85,499	1											
84,500-84,999												
84,000-84,499												
83,500-83,999	1		1									
83,000-83,499												
82,500-82,999	1											
82,000-82,499												
81,500-81,999												
81,000-81,499												
80,500-80,999												
80,000-80,499	2		1									
79,500-79,999												
79,000-79,499												
78,500-78,999	2											
78,000-78,499	2											
77,500-77,999			1									
77,000-77,499												
76,500-76,999												
76,000-76,499												
75,500-75,999			1									
75,000-75,499	2			2								
74,500-74,999	1											
74,000-74,499			1									
73,500-73,999	2			2								
73,000-73,499												
72,500-72,999			1									
72,000-72,499												
71,500-71,999	1		1									
71,000-71,499				1								
72,500-72,999				1								

TABLE I-27: Salaries on January 1, 1988 of 552 Full-time Faculty in 55 ALA Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
70,000-70,499				1								
69,500-59,999					1							
69,000-69,499	1											
68,500-68,999	1											
68,000-68-499	1		2									
67,500-67,999			1	1								
67,000-67,499	1		1									
66,500-66,999			1									
66,000-66,499			1		1							
65,500-65,999	2											
65,000-65,499			2	1								
64,500-64,999			1	3								
64,000-64,499	2			2								
63,500-63,999			2								1	
63,000-63,499				1								
62,500-62,999	1		2									
62,000-62,499												
61,500-61,999	1			1								
61,000-61,499				1								
60,500-60,999	3				1							
60,000-60,499			1	1	1							
59,500-59,999	1		1									
59,000-59,499			1		1							
58,500-58,999				1								
58,000-58,499				1	1							
57,500-57,999				1			1					
57,000-57,499	1			2	1							
56,500-56,999				2								
56,000-56,499	2		2		1							
55,500-55,999	1			1								
55,000-55,499			1	1								
54,500-54,999					2							
54,000-54,499				1	1							
53,500-53,999				4	1							
53,000-53,499	2			3								

TABLE I-27: Salaries on January 1, 1988 of 552 Full-time Faculty in 55 ALA Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
52,500-52,999			1	3	1							
52,000-52,499	2		1	2								
51,500-51,999	1											
51,000-51,499				4	1							
50,500-50,999		1	1	2	1							
50,000-50,499	2		1	4	5	1						
49,500-49,999				2	1							
49,000-49,499	1		1	2	2							
48,500-48,999					3							
48,000-48,499	1			3	2		1				1	
47,500-47,999				3	2							
47,000-47,499	1		1	5	1	1						
46,500-46,999				6	2		1					
46,000-46,499				5		1						
45,500-45,999			1	2		2						
45,000-45,499				2	1							
44,500-44,999	1			3	1	2	1					
44,000-44,499	1			3		1	1					
43,500-43,999	1			3			3					
43,500-43,499				2	1	2	2					
42,500-42,999				3		1						
42,000-42,499				4	2	1						
41,500-41,999				2	1	2						
41,000-41,499		1		2	2	7	2	1				
40,500-40,999				2			2					
40,500-40,499				2		2	2					
39,500-39,999	1		1	2		3	3	1				
39,000-39,499						2	1		1			
38,500-38,999		1				3	1	1				
38,000-38,499				1	1	3	2	3				1
37,500-37,999				1		2						
37,000-37,499				2		9	2	3				
36,500-36,999						6		1				
36,000-36,499				1	1			1				
35,500-35,999				1		6	1				1	

TABLE I-27: Salaries on January 1, 1988 of 552 Full-time Faculty in 55 ALA Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
35,000-35,499				1	1	9	1	5				
34,500-34,999						3		2				
34,000-34,499						10		3	1		1	
33,500-33,999				2		2	3	2				
33,000-33,499				1		1		3		1		
32,500-32,999						3	2	4				1
32,000-32,499						5	1	7				
31,500-31,999		1				1		3	1			
31,000-31,499						3		8				
30,500-30,999						6						
30,000-30,499					1	5	1	11				1
29,500-29,999							1	6				2
29,000-29,499								9				
28,500-28,999						1		4				
28,000-28,499						3		9				1
27,500-27,999						1		5				
27,000-27,499						1		4				
26,500-26,999						1		1				
26,000-26,499								6				
25,500-25,999								8		1		
25,000-25,499				1			1	7				
24,500-24,999								4				
24,000-24,499								3				
23,500-23,999								3			1	
23,500-23,499								1				
22,500-22,999								2				
22,000-22,499								1				
21,500-21,999												
21,000-21,499										1		
20,500-20,999												
20,000-20,499												
15,000-15,499			1									

Part Ia:

This is the ninth year in which schools not accredited by the American Library Association (hereafter referred to as non-ALA schools) have participated in this survey. In past volumes of this report, the schools reported on in this section were referred to as ALISE associate-member schools. Questionnaires were mailed to all non-ALA programs that held institutional membership in ALISE the fall of 1987. Responses were received from 10 schools and are reported here. The 10 programs reported on here are: Bowling Green State University (Dept. of Library and Educational Media); Bridgewater State College (Dept. of Media and Librarianship); Chicago State University (Dept. of Library Science and Communications Media); East Carolina University (Dept. of Library and Information Studies); Indiana State University (Dept. of Library Science); Kutztown University (Dept. of Library Science); University of Puerto Rico (Graduate School of Library and Information Studies); Sam Houston State University (School of Library Science); and Wayne State University.*

During the nine years in which the non-ALA schools have been included in this study, there has been a steady decline in the number of schools responding to the request for faculty information. In 1979-80 there were 27. In the following year (1980-81), the number fell to 23, and in 1981-82, there was a further decline to 18. For the next two years, 15 responded. In 1986 only 13 of the schools responded. Last year the number dropped to 7. This year's increase to 10 responses is probably not significant since 2 schools had lost accreditation and one has regained it since this data was collected. Unlike previous years, when a large number of the faculty positions originated in one program, this year the faculty positions are more evenly distributed among the entire list of schools that responded. Nevertheless, some of the tables included in previous years have not been included because the limited number of responses would result in meaningless data.

It has been noted in the previous introductions to this part of the report that meaningful and comparable statistics are difficult to report for the Non-ALA schools. This is due to the uneven and limited participation of many of the schools. The result of this uneven coverage is that comparisons over time are misleading because they include a changing set of institutions, and items such as salary improvement cannot reflect true improvement because of the changes in the schools included. It is important for the reader to understand the limitations of these data and avoid making comparisons which are invalid as a result of the data.

Table I-28 shows the distribution of the titles of executive officers of those schools that responded to the questionnaire.

*Wayne State's program has since been accredited by ALA and hence will be included in ALA schools next year.

TABLE I-28:
Titles of 8 Executive Officers of Non-ALA Schools, January 1, 1988

Title	Number
Director	4
Chair	4
Information not supplied	2

TITLE I-29:
Organizational Status of 10 Non-ALA Schools, January 1, 1988

Name	Number
School	3
Department	7

While, as seen in Table I-28, the titles dean or director are not often used in Non-ALA schools, the collective title "Deans and Directors" used in this study for ALA school executive officers will also be used here for the sake of consistency.

Among the 10 non-ALA schools contributing data for this study, the number of full-time faculty varies from 3 to 8. Because in a number of these programs degrees are offered in such areas as media technology and communication, it can be assumed that some of the faculty reported as full-time do not actually devote their full-time to instruction in the area of library and/or information science. Among these 10 schools, a total of 53 full-time faculty were reported (including the heads of these programs). This is an average of 5.3 faculty per school.

Table I-30 shows a distribution for the specific size of the faculty of each school that responded to the request for information.

TABLE I-30:
Number of Full-Time Faculty Among 10 Non-ALA Schools, January 1, 1988

NUMBER OF FULL-TIME FACULTY	NUMBER OF SCHOOLS
3	1
4	4
6	2
7	2
8	1
TOTAL	10

Of the 53 full-time faculty, including executive officers, reported by 10 non-ALA schools, 24 (45.3 percent) were males while 29 (54.7 percent) were females. This is compared to last year when, among 7 schools, 48.2 percent were males and 51.7 percent were females.

TABLE I-31:
Rank and Sex of Full-time Faculty in 10 Non-ALA Schools, January 1, 1988

Number	Rank	Males	Females
10	Deans and Directors	3	7
10	Professors	7	3
15	Associate Professors	7	8
14	Assistant Professors	6	8
2	Instructors	1	1
2	Lecturer	0	2

Of the 10 executive officers 4 had fiscal year and 6 had academic year appointments. Of the 10.9 earned doctorates; all were tenured. Table I-31a reports data on age category.

TABLE I-31a:
Age Categories of 10 Full-time Executive Officers of Non-ALA Schools, January 1, 1988

Age Category	Number
60-64	2
55-59	1
50-54	3
45-49	1
40-44	2
35-39	1

Salary data were reported for all 10 of the executive officers of the non-ALA schools. Among the 9 * reporting salaries, the high was $58,025, and the low was $31, 000. The mean salary of the 5 executive officers with academic year appointments was $41,713 (Median $43,460). The mean salary of those with fiscal year appointments was $46,061 (Median $45,026).

The length of service as executive officers of their respective schools is reported for the 10 individuals in Table I-32, below.

TABLE I-32:
Year of Appointment of 10 Executive Officers of Non-ALA Schools

Year	Number
1971	1
1980	2
1982	1
1983	1
1984	1
1986	4

Of the 10 executive officers of the reporting schools, 8 of them hold the rank of Professor.

Among the 53 full-time faculty (including the deans and directors) from the 10 non-ALA schools reporting, there were 7 new appointments in 1987. This is an unusually large number of new appointments. More than half of the new appointments were at Wayne State which has been joined the list of ALA schools in 1988. Table I-33 summarizes new appointments to non-ALA schools (including Wayne State). Because of the few new appointments in the past, this table has been omitted in the last five years.

TABLE I-33:
New Faculty Appointments in Non-ALA Schools in 1987-88

RANK	TOTAL	MALES	FEMALES
Deans & Directors	0		
Professors	1*	1	
Associate Professor	0		
Assistant Professor	3	1	2
Instructors	1		1
Lecturers	2		2

*Bridgewater State College did not report usuable salary date.

Table I-34 which follows, enables one to compare the 1987-88 mean and median salaries of full-time faculty members of 7 non-ALA schools with those of 55 ALA schools that responded with 1987-88 salaries.

TABLE I-34
Faculty Salary Comparisons, ALA Schools and Non-ALA Schools, 1987-88

Faculty Rank & Term Of Appointment		ALA Schools		Non-ALA Schools	
		Mean	Median	Mean	Median
Deans and Directors	FY	$65,262	$64,000	$46,061	$45,026
Deans and Directors	AY	40,411	36,225	41,713	43,460
Professors	FY	60,297	63,592	------	------
Professors	AY	49,405	47,301	39,076	38,070
Assoc. Profs.	FY	49,706	49,217	------	------
Assoc. Profs.	AY	36,270	35,605	34,829	34,993
Asst. Profs.	FY	39,154	39,968	------	------
Asst. Profs.	AY	29,767	29,475	26,997	28,538

The following table enables one to compare the mean salary of male and female faculty for academic year appointments.

TABLE I-35:
Mean Academic Year Faculty Salaries for Males and Females In 9 Non-ALA Schools, 1987-88

Rank	Number of Males	Mean Salary of Males	Number of Females	Mean Salary of Females
Professors	6	$41,076	3	$35,076
Assoc. Profs.	7	33,488	8	35,889
Assistant Profs.	4	26,650	8	27,170

Of the 53 full-time faculty in the 10 non-ALA schools responding, one person was identified as minority group member: asian pacific.

Table I-36 would be titled Age Categories of 53 Full-time Faculty in 10 Non-ALA Schools on January 1, 1988 will not be reported this year because of the limited number of schools responding. These data were not reported last year for the same reason.

Of the 53 full-time faculty in the 10 responding non-ALA schools including 4 executive officers, (71.6 percent) had earned doctorates as of January 1, 1988. This compares to 55.1 percent among those reporting last year. Of the 38 doctorates, 21 (55.2 percent) were in library and information science. The 17 doctorates in fields other than library and information science were concentrated largely in education, as indicated by the following list.

TABLE I-37:
Earned Doctorates Outside Library Science
Held by Faculty Members Among 10 Non-ALA
Schools, January 1, 1988

Education (Including Communication in Education)
Higher Education
Instructional media and Technology
Instructional Development (Including curriculum)
Educational Administration
History
Law

Because of the limited response from the non-ALA schools Table I-38 which provides the year of initial full-time faculty appointment, and Table I-39 which reports the year of appointment or promotion to the present academic rank will not be reported this year. These same tables were not reported in last year's report either. The data contained in these tables would have very limited value for generalizing about non-ALA schools.

Tenure status was indicated for all 53 faculty members reported by the 8 schools that responded to the questionnaire. Of the 53 individuals, 38 (71.7 percent) had tenure on Janaury 1, 1988. Fifteen (28.3 percent) were untenured.

In Table I-40, which follows, the salaries for the 49 faculty members from the non-ALA schools (including executive officers) are shown in increments of $500.

TABLE I-40: Salaries on January 1, 1988 of 49 Full-time Faculty in 9 Non-ALA Schools

	Deans & Directors 11-12 mos.	Deans & Directors 9-10 mos.	Professors 11-12 mos.	Professors 9-10 mos.	Associate Professors 11-12 mos.	Associate Professors 9-10 mos.	Assistant Professors 11-12 mos.	Assistant Professors 9-10 mos.	Instructors 11-12 mos.	Instructors 9-10 mos.	Lecturers 11-12 mos.	Lecturers 9-10 mos.
58,000-58,499	1											
55,000-55,499				1								
52,000-52,499	1											
49,500-49,999		1										
46,500-46,999				1								
45,000-45,499		1		1								
43,000-43,499		1										
41,500-41,999						1						
41,000-41,499				1								
40,500-40,999						1						
39,000-39,499		1										
38,500-38,999						1						
38,000-38,499				1		1						
37,500-37,999	1											
36,500-36,999				1								
36,000-36,499	1											
35,500-35,999						1						
35,000-35,499						2						
34,500-34,999						3						
33,500-33,999				1								
33,000-33,499						2						
32,000-32,499						1						
31,500-31,999						1						
31,000-31,499		1										
30,500-30,999												
30,000-30,499				1				3				
29,500-29,999								1				
29,000-29,499								1				
28,500-28,999								1				
28,000-28,499								1				
27,000-27,499								1				1
26,000-26,499										2		
25,500-25,999												1
24,500-24,999			1									

TABLE I-40: Salaries on January 1, 1988 of 49 Full-time Faculty in 9 Non-ALA Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
23,000-23,499												
22,000-22,499												
21,000-21,499					1		2					1
18,000-18,499							1					

Part II:

This is the ninth year that the survey of library and information science school faculty has included data provided in response to the general questionnaire distributed by the Association for Library and Information Science Education (ALISE). Data reported in Part II have been obtained from this questionnaire. Data reported in Part I of this report have been presented with the understanding that the writer would not link specific data with any single school. However, schools that respond to the ALISE questionnaire, leading to the information reported in Part II do so with the understanding that they will be identified with the information that they submit.

In past years, it is usual that fewer schools have responded to the ALISE general questionnaire than to the confidential faculty salary survey that is sent separately. This year 3 more schools responded to the general questionnaire than to the salary survey. Columbia and North Carolina Central did not respond. However, these two schools are listed in the tables because they were eligible to respond but did not. Thus a total of 60 schools are identified among the ALA schools in tables in Part II.

The section which reports on non-ALA schools includes data from 8 responding schools. The ALA schools are identified in Table I-41, and the non-ALA schools are identified in Table I-42, so they will not be repeated here.

It is important to note that the data reported in Part II cover the year previous to the salary data reported in Part I. This means that frequently the data will not be in agreement for a given school for the two time periods. However, the data are taken from the forms as reported by the schools.

The non-ALA schools differ widely from one another in their nature and characteristics. For example, some are schools, others are departments, and yet others are programs that reside within departments. Thus, comparison and analysis leads to results that might not be meaningful. Also, the population of the non-ALA schools that respond to the ALISE questionnaire changes from year to year. The number that responded for the time period covered by this report was disappointingly small. For this reason, generalizations about the non-ALA schools, comparing responses from one year to another have been avoided because the comparisons are not meaningful.

The analysis that follows reports the responses to the questions as asked on the ALISE general questionnaire. In those instances where data were not reported by a school, the notation "not reported" is indicated. However, unless the school specifically stated on its questionnaire that there are no data to report, the absence of data is of course ambiguous. It could mean that there are no data to report for the question or it could mean that the school did not respond to the question.

Academic Calendar and Full-time Faculty

The first question in the faculty section of the ALISE questionnaire asked schools to indicate the type of calendar in use (i.e., semester, quarter, trimester, etc.). These responses are reported in Tables I-41 and I-42. Because of the differences in calendars, only the fall term faculty data have comparative value, since this is the only term that all schools have in common regardless of type of calendar. An example will illustrate this. Some schools call it the spring term or semester; others call it winter term. Also, it appears that some schools which have two summer sessions have labeled one as spring and the other as summer.

The answers to the second question have also been included in Tables I-41 and I-42. The second question asked the schools to indicate the number of full-time faculty for the previous academic year. The full-time faculty data reported here are for the academic year prior to that reported in Part I. In the following table, 58 schools reported a total of 554 faculty members for an average of 9.5 per school. The total reported for 1985-86 was 575 for an average of 10.8 per school.

TABLE I-41:
Full-time Faculty in 58 ALA Schools, 1986-87

School	Academic Calendar	Fall	Winter	Spring	Summer
Alabama	Semester	11		11	8
Albany	Semester	12		12	45
Alberta	Term	10	10	10	9
Arizona	Semester	7		7	0
Atlanta	Semester	5		5	3
Brigham Young	Trimester	6	7	3	4
British Columbia	Semester	10	9	9	11
Buffalo	Semester	8		9	0
Cal-Berkeley	Semester	9		9	1
Cal-L.A.	Quarter	13	13	13	2
Catholic	Semester	10	—	10	6
Chicago	Quarter	8	8	8	9
Clarion	Semester	6	6	6	6
Columbia	No Response	—	—	—	—
Dalhousie	Semester	3	4		
Drexel	Quarter	14	14	14	14
Emory	Semester	6		5	5

Table I-41 (cont'd)

School	Academic Calendar	Fall	Winter	Spring	Summer
Emporia	Semester	9		9	9
Florida St.	Semester	14		11	10
Hawaii	Semester	8	8	8	8
Illinois	Semester	13		13	7
Indiana	Semester	15		15	9
Iowa	Semester	8		7	5
Kent State	Semester	11		11	6
Kentucky	Semester	12		11	10
Long Island	Semester	9		9	4
Louisiana St.	Semester	7		7	6
Maryland	Semester	13		13	5
McGill	Semester	8	8		
Michigan	Trimester	12	13	7	8
Missouri	Semester	9	9		9
Montreal	Semester	9	9		
NC Chapel Hill	Semester	14		14	4
NC Central	No Response	--	--	--	--
NC-Greensboro	Semester	6		6	5
North Texas	Semester	8		8	7
Northern IL	Semester	6		6	6
Oklahoma	Semester	7		6	5
Peabody	Semester	6		5	4
Pittsburgh	Semester	31	31	31	26
Pratt	Semester	5		4	3
Queens	Semester	6		5	2
Rosary	Semester	8		8	5
Rutgers	Semester	16		17	5
St. John's	Semester	8		8	.66
San Jose	Semester	6.4		6.4	3
Simmons	Semester	13		14	11
S. Carolina	Semester	10		10	9
S. Florida	Semester	8		8	8
Southern Conn.	Semester	6		5	4
Southern Miss.	Semester	7		7	6
Syracuse	Semester	10		11	6
Tennessee	Quarter	9	9	9	6
Texas	Semester	12		11	10
Texas Woman's	Semester	8		8	9
Toronto	Semester	15		15	15
Washington	Quarter	10	10	10	1
Western Ontario	Trimester	17	17	17	
Wisc.-Madison	Semester	10		11	5
Wisc.-Milwaukee	Semester	7		7	5

TABLE I-42:
Full-time Faculty in 8 Non-ALA Schools, 1986-87

School	Academic Calendar	Fall	Winter	Spring	Summer
Bridgewater St.	Semester	4	4	4	4
Chicago State	Semester	4		4	4
East Carolina	Semester	7	7	7	4
Kutztown	Semester	3		3	2
Puerto Rico	Semester	7		6	3
Rhode Island	Semester	7		8	4
Sam Houston	Semester	5		6	6
Wayne State	Semester	6	5	5	5

TABLE I-43:
Part-time Faculty in 58 ALA Schools, 1986-87

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Alabama	1	.5			1	.5	6	3.5
Albany	4	1.33			3	1	4	2.5
Alberta	1	.33	5	1.67	1	.33	1	.33
Arizona	2	.75			2	.75		
Atlanta	1	.33			3	1.00	4	1.33
Brigham Young	3	2.0	3	1.5				
British Columbia	8	3.3	7	2.8	2	.8	2	.8
Buffalo	7	2.0			7	2	7	3.5
Cal-Berkeley	24	3.41			19	2.91	1	.7
Cal-L.A.	13	1.32	12	1.54	13	1.71	5	.34
Catholic Chicago	3	1.5	4	2.0	2	1.0	5	2.5
Clarion								
Columbia	No Response							
Dalhousie	8	1.40	4	1.0			1	.2
Drexel	10	2.6	13	2.8	12	2.1	10	4
Emory	4	1.25			2	.75	1	.25
Emporia	5	1.07			2	.1	2	.1
Florida St.					2	.50		
Hawaii	2	1.0			2	1.0	2	1.0
Illinois	3	1.5			5	2.5	6	3.0
Indiana	12	4.0			20	6.66	10	3.33
Iowa					2	1.55	4	2.25
Kent St.	5	.93			10	1.73	19	3.27
Kentucky					4	2.0	3	7.5
Long Island	10	2.5			12	3.0	10	9.0
Louisiana St.	5	1.66			5	1.66	1	.33
Maryland	7	1.6			14	2.8	6	3.0
McGill	3	1.5	6	3			2	1
Michigan	8	2.5	5	1.5	4	2	7	2.25
Missouri	2	.65	4	.25			2	2.0

Table I-43 (cont'd.)

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Montreal	4	1	4	1				
NC Chapel Hill		1.0				2.0		1.75
NC Central	No Response							
NC-Greensboro	3	1.0			4	1.33	4	1.33
North Texas	1	.75			5	1.25	11	2.75
Northern ILL.							1	.25
Oklahoma	4	1.5			3	1.5	1	.5
Peabody Vanderbilt	2	.43					3	1
Pittsburgh	9	3.6	8	3.2	4	1.6	4	1.6
Pratt	4	1.3			5	2.0	3	1
Queens	3	1.0			5	2.0	2	.66
Rosary	7	2.33			4	1.33	8	4
Rutgers	8	2.25			10	2.5	7	1.63
St. John's	1	.66			1	.66		
San Jose	8	2			8	2	4	1.0
Simmons		2.0				4		1.2
S. Carolina	5	.87			7	1.27	9	1.8
S. Florida	4	1.34			1	.34		
Southern Conn.	5	1.66			9	3.0	1	.33
Southern Miss.	6	2.5			7	3.1	6	4.0
Syracuse	12	3.0			15	3.75	12	6.0
Tennessee	2	.66	1	.33	2	.66		
Texas	8	4			5	2.5	4	2.0
Texas Woman's	1	.33			3	1.0	3	1.0
Toronto	3	.75			6	1.50	2	.5
Washington	1	.33	3	1.0	3	1.0	4	2.0
Western Ontario	6	2	8	2.67	7	2.33		
Wis.-Madison	3	1.00			2	.5	3	1.50
Wis.-Milwaukee	3	.67			2	.5	2	.66

Formula for Computing FTE

Alabama	"5 classes per year = 1 FTE; 2 classes per summer term = 1 FTE"
Albany	"FTE for summer session is 2 3-credit courses: 1 3-credit course is .5 FTE."
Alberta	"3 courses per term = 1.0 FTE; 2 courses per term = .67 FTE; 1 course per term = .33 FTE."
Arizona	"Number of hours per pay period divided by 80."
Atlanta	"One course equals .33 FTE."
Brigham Young	"6 credit hours per semesters = 1 FTE."

British Columbia	"Normal faculty load is 3.75 units per term.
Buffalo	"A part-time faculty member teaching one course is equivalent to .25 FTE except during the summer session when it is .50 FTE."
Cal.-Berkeley	"100% salary for 9 months academic year = 1.00 FTE."
Cal-L.A.	"Professorial Series - Full time = 2 courses per quarter = 1.00 divided by 6 = .17" Lecturer Series - Full time = 3 courses per quarter = 1.00 divided by 9 = .11"
Catholic	"5 Courses per academic year = 1 FTE; 2 courses in each half term = 1 FTE."
Chicago	"2 courses equal full-time."
Clarion	"1 FTE = 9 graduate credit hours per semester over academic year."
Columbia	"Total number of courses divided by 5 is the normal faculty load annually."
Dalhousie	"Full teaching load is equivalent to 5 courses, therefore, 1 course = .20 FTE."
Drexel	"12 Credits = 1 FTE."
Emory	"Eight semester hours considered full time."
Emporia	"Graduate = 9; undergraduate = 15 (note: undergraduate was 12 last year)"
Florida St.	"One course = 25% FTE."
Hawaii	"Two .50 positions = 1 FTE."
Illinois	"One course = .5 FTE."
Indiana	"Part-time faculty teaching one course are considered one-third time."
Iowa	"Full faculty load is 4-5 courses per year (2.5 per semester) or 2 courses in summer session (+ 1 faculty member on 75% time in spring and summer)."
Kent St.	"15 semester hours = 1 FTE."
Kentucky	"1 FTE = 2 courses (6 hours) per term."
Long Island	"4 courses = 1 FTE."

Louisana State	"3 courses = 1 FTE."
Maryland	"Fall and Spring Semesters--Teaching 1 course = .20 FTE; Summer Session--Teaching 1 course = .50 FTE."
McGill	"Number of courses taught/2 per semester."
Michigan	"One course = .25 FTE in full term, .50 in half term."
Missouri	"By University appointment. (Full-time faculty are 100% FTE.)"
Montreal	"4 courses = 1 FTE."
NC Chapel Hill	"Fall and spring: one course = .25 FTE. Summer: one course = .5 FTE."
NC Central	"NO RESPONSE."
NC-Greensboro	"One course represents .33 FTE."
North Texas	"1 course = .25."
Northern Illinois	3 credit courses = 1 FTE."
Oklahoma	"FTE = 15 credit hours per year, whether on a 3/2 or 2/3 courses per semester schedule."
Peabody	"FTE based on 9 hours as FTE."
Pittsburgh	".4 times the number."
Pratt	"3 is full load; 1 course is .3 FTE."
Queens:	"Three courses = 1 FTE Faculty Member."
Rosary	"For fall and spring, three courses; for summer, two courses."
Rutgers	"12 credits/semester = 1 FTE."
St. John's	"1 course = .33 FTE."
San Jose	"15 student credit hours = 1 FTE."
Simmons	"NOT REPORTED".
South Carolina	"NOT REPORTED."
S. Florida	"9 hours teaching = 1.0 FTE."

Southern Conn.	"Full time equals 3 (3 credit) courses."
Southern Miss.	"Nine credit hours equal one full time."
Syracuse	"Fall and Spring; 1 FTE = 4 courses. Summer; 1 FTE = 2 courses."
Tennessee	"3 courses = Full-time."
Texas	"9 undergraduate credit hours = full time; 6 graduate credit hours = full time."
Texas Woman's	"A full workload is considered as 3 courses to equal one FTE."
Toronto	"For each half-course taught, .25 FTE is calculated."
Washington	"Academic year: 1 course = 33% FTE. Summer Quarter: 1 course = 50% FTE."
Western Ontario	"Number of part-time faculty divided by three, which is course load for one full-time faculty member."
Wisc.-Madison	"One course equals as .25 FTE for each semester; For summer each course computed as .50 FTE."
Wisc.-Milwaukee	"Fall and Spring: one 3 credit course = .25 FTE. Summer: one 3 credit course = .50 FTE."

TABLE I-44: Part-time Faculty in 7 Non-ALA Schools, 1986-87

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Bridgewater St.	2	2		2		2		1.5
Puerto Rico		7.25		7.2		0		.75
Rhode Island	7				5		2	
Sam Houston					1	.33	1	.33
Wayne State	5	2	8	3	2	.66	6	2

Formula For Computing FTE

Bridgewater	"12 credit hour load is full-time assignment."
Puerto Rico	"FTE = 12 credit hours."
Rhode Island	"NOT REPORTED"
Sam Houston	"9 semester hours = FTE."
Wayne State	"1 course = .333; 3 courses = FTE."

Salary Improvement

The fourth question on the faculty section of the ALISE questionnaire asked for the average percentage of salary improvement for full-time faculty in 1986-87. This was followed by the fifth question, which asked the basis on which improvements in faculty salaries were made. The responses to these questions have been tabulated in Tables I-45 and I-46 respectively.

Among the ALA schools which provided data on the percentage of salary improvement, the improvement ranged from a low of 0 to a high of 12.6 percent. Two schools reported no increase; 6 schools reported salary increase less than 3 percent. The majority of schools that did report an increase were in the 5-7 percent range. There were 2 schools that had a 10 percent or more increase. Six of the 7 non-ALA schools reported an increase.

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in ALA Schools in 1986-87

School	Percentage of Improvement	Basis for Improvement
Alabama	None except Promotions	
Albany	5.14	Union contract, Merit, To achieve equity
Alberta	6.1	Merit
Arizona	5	Merit, Across the board, to achieve equity
Atlanta	None	
Brigham Young	Not reported	Merit
British Columbia	6.3	Merit, seniority, across the board
Buffalo	5	Union contract, Merit
Cal-Berkeley	5	Merit, Across the board, to achieve equity
Cal-L.A.	9.22	Merit & Promotions, across the board range adjustments
Catholic	7	Merit
Chicago	Not reported	Merit
Clarion	4	Union contract
Columbia	No Response	
Dalhousie	2	Union contract
Drexel	4.5	Merit
Emory	6	Merit, Cost of Living
Emporia	1.65	Merit
Florida St.	6.3	Merit
Hawaii	3.5	Union contract, to achieve equity
Illinois	5	Merit
Indiana	7.2	Merit, Cost of Living
Iowa	4.06	Merit
Kent State	6.97	Union contract, Merit, Across the board

Table I-45 (cont'd.)

School	Percentage of Improvement	Basis for Improvement
Kentucky	7	Merit
Long Island	8	Union Contract
Louisiana	11.9	Merit to achieve equity
Maryland	7.2	Merit, Cost of Living
McGill	9	Other (University-wide policy: base & merit)
Michigan	5.77	Merit
Missouri	4	Merit
Montreal	Not reported	Union contract, seniority
NC Chapel Hill	6.4	Merit, cost of living, to achieve equity
NC Central	No Response	
NC-Greensboro	5	Merit, Across the board, to achieve equity
North Texas	1	Merit
Northern Ill.	6	Merit, Across the board
Oklahoma	0	
Peabody	5	Across the board
Pittsburgh	5.5	Merit, Cost of living, to achieve equity
Pratt	6	Union contract
Queens	5	Union contract
Rosary	5	Across the board
Rutgers	6	Union contract, Merit
St. John's	6	Merit
San Jose	9.5	Union contract, Merit
Simmons	6	Merit, Cost of living
S. Carolina	4.5	Merit, achieve equity
S. Florida	5	Union contract, Merit, Across the board
Southern Conn.	9	Union contract
Southern Miss.	8	Merit, Cost of living
Syracuse	5.9	Merit, Cost of Living
Tennessee	4	Merit, Cost of Living
Texas	2.83	Merit
Texas Woman's	1	Across the board
Toronto	4.49	Merit, Across the board, Seniority
Washington	8	Across the board
Western Ontario	6	Merit
Wisc.-Madison	1.7	Merit
Wisc.-Milwaukee	5	Merit, Across the board, to achieve equity

TABLE I-46: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 8 Non-ALA Schools in 1986-87

School	Percentage of Improvement	Basis for Improvement
Bridgewater State	4	Union contract
Chicago State	7.25	Union contract, across the board, to achieve equity
East Carolina	5	Merit, across the board
Kutztown	5	Union contract
Puerto Rico	Not Reported	Not Reported
Rhode Island	Not Reported	Union contract, Merit, across the board
Sam Houston	0	
Wayne State	5.5	Union contract, Merit

Faculty Replacements

The reports of previous years note that it is common to replace senior faculty members who retire, resign, or die, with individuals at lower ranks than had been held by those being replaced. This practice has been followed for many years, but as funding becomes more limited, there is a stronger motivation for its continuation. Question 6 on the questionnaire was designed to provide specific data to demonstrate whether or not this has happened. Table I-47 reports the results of quesiton 6 which asked how many full-time faculty replacements (resulting from resignations, retirements, etc.) were made during 1986-87. Schools were also asked to indicate the rank of the individual(s) who was/were replaced and the rank of the replacements(s). Nineteen replacements were made at a lower rank; 17 at the same rank; and 2 at higher ranks.

TABLE I-47: Faculty Replacement Appointments Made Among ALA Schools in 1986-87

Alabama	One associate replaced by one professor; One assistant replaced by one assistant.
Albany	One associate replaced by one associate.
British Columbia	One professor replaced by one assistant.
Buffalo	One assistant replaced by one assistant
Cal.-L.A.	One associate replaced by one associate.
Catholic	One associate replaced by one visiting assistant.
Dalhousie	One assistant professor replaced by one assistant.
Emory	Two associates replaced by two assistants; One assistant replaced by one assistant.

Table I-47 (cont'd.)

Emporia	One associate replaced by one visiting lecturer.
Hawaii	One professor replaced by one assistant.
Illinois	One associate replaced by one assistant.
Iowa	Two assistants replaced by two visiting assistants.
Kent State	One professor replaced by two assistant professors.
Kentucky	One assistant replaced by one assistant
Louisiana State	One assistant replaced by one visiting assistant.
Maryland	One assistant replaced by one assistant.
Michigan	One assistant replaced by one associate.
North Texas	One professor replaced by one assistant.
Northern Ill.	One associate replaced by one assistant.
Pittsburgh	One professor replaced by one assistant.
Pratt	One professor replaced by one professor.
Queens	One associate replaced one lecturer.
Rosary	One associate replaced by one assistant; one professor replaced by one assistant.
Rutgers	One associate replaced by one associate.
S. Carolina	One professor replaced by one assistant.
Syracuse	One professor replaced by professor; one assistant replaced by one assistant; one professor replaced by one assistant.
Tennessee	One assistant replaced by one assistant.
Texas	One associate replaced by one instructor.
Texas Woman's	One assistant replaced by one assistant.
Wisc.-Madison	One professor replaced by one assistant; one professor replaced by one associate.

Unfilled Faculty Positions

The seventh question on the ALISE questionnaire asked schools to indicate if there were unfilled, full-time faculty positions, for which funding was available, during 1986-87. Schools were also asked to indicate the rank and the reason the position was not filled. The intent of this question is to identify the total number of full-time unfilled faculty positions in the schools. If funds were used on a temporary basis for other purposes such as employment of part-time persons, but with the budget line remaining open, this was interpreted to be an unfilled faculty position.

In Table I-47a, 42 unfilled full-time faculty positions are reported for 33 ALA schools for 1986-87. The explanations for these vacancies have been quoted from the data reported by the schools to indicate the reasons the positions are vacant. Last year's report indicated that there were 35 vacancies despite the availability of funding for the positions. The previous year there were 26 vacancies. The vacancies in 1986-87 continue a 3-year trend toward an increase in the number of openings. The explanations indicate that most of the unfilled openings are, as in the past, at the rank of assistant professor. Also, as in the past, the reasons vary so much from school to school that it is difficult to generalize with any degree of confidence. Some indicate a lack of suitable candidates, but others clearly reflect local conditions not related to the number of available candidates.

TABLE I-47a: Unfilled, Funded, Full-time Faculty Positions in 1986-87 Among ALA Schools

School	Number	Reasons Position Was Not Filled
Albany	1	Professor. Search was unsuccessful.
Atlanta	1	Assistant Professor.
Cal-Berkeley	2	Assistant professor II.
Cal-L.A.	1	Associate professor. Used for part-time faculty appointments.
Catholic	1	Associate professor. Search did not identify appropriate candidate.
Chicago	2	One assistant and one associate. Qualified replacements not available.
Clarion	1	Assistant professor—vacated too late to undertake recruitment.
Dalhousie	1	Due to late registration of former Director, temporary solution was found by replacing position with part-time position.

Table I-47a, (cont'd.)

School	Number	Reasons Position Was Not Filled
Drexel	2	Assistant professor. Suitable candidates were not found.
Emory	?	Ranks not specified. Program was under review.
Emporia	1	Former Assistant Dean held a faculty position, the current Assistnat Dean does not. The faculty responsibilities will be filled in the year to come.
Kentucky	1	Associate professor. Not filled because vacancy occurred in middle of year.
Long Island	1	Not Reported
Maryland	2	Assistant professor (search in progress). Professor (Spring 1987; Search to be continued.
Montreal	1	Assistant/associate professor--qualified candidate not found.
N.C.-Chapel Hill	3	Kenan Professorship - offer currently outstanding. (2) assistant/associate faculty--resignations during and at end of year.
N.C.-Greensboro	3	Professor/Dept. Chair - search during 1986/87. Assistant professor - delay for new department chair decision on assistant professor - search planned 87-88.
North Texas	1	One assistant professor position.
North. Illinois	1	Frozen.
Oklahoma	3	Assistant professor, unable to find person with appropriate credentials. Associate professor and professor - no search due to financial constraints.
Pittsburgh	1	Assistant professor - no immediate full-time replacement was available.

Table I-47a, (cont'd.)

School	Number	Reasons Position Was Not Filled
Pratt	1	With resignation of Dean in fall 1986, an acting chairman was appointed. The position was changed to that of associate Dean and was filled in fall of 1987.
Queens	1	Associate professor - recruitment in progress
San Jose	?	We choose to used those positions to appoint adjunct faculty.
Simmons	1	Assistant Professor - no visable candidate interviewed.
S. Carolina	1	Assistant professor; resignation.
S. Florida	1	Assistant or associate professor. Could not locate satisfactory candidate.
Southern Conn.	1	Associate Professor; search in progress.
Southern Miss.	1	Associate professor - lack of funds.
Syracuse	1	Dean/Professor. University's priority was to fill vacant Dean positions in other school/colleges which had been vacant longer.
Texas	2	Professor, Associate professor. Search conducted. No suitable applicants.
Western Ontario	1	Assistant professor - waiting for replacement to become available.
Wisconsin-Mil.	1	Assistant professor - person resigned in late May and SLIS did not have enough time to recruit for a replacement. Funds used to hire part-time faculty.

Positions Lost

Question 7 on the questionnaire seeks to identify full-time faculty positions that were temporarily unfilled in 1986-87, but for which funding has been available. However, question 8 asked the schools to indicate whether faculty positions had actually been lost in 1986. This includes those instances where replacements could not be appointed either because faculty positions assigned to the school by the parent institution had been reduced in number or because limitations of the school's budget simply required that the number of full-time faculty be reduced. Four schools reported a loss. This is lower than last

year (6) and a sharp drop from the 17 schools that reported a loss of 21 faculty positions in 1982-83. It is down from 1983-84 when 8 schools reported a loss of 7.5 positions. Thus, the trend apparent in previous years was slowed dramatically.

TABLE I-47b: Full-time Faculty Positions Lost in 1986-87 Among ALA Schools

School	Positions Lost
Florida State	One professor.
Missouri	One lecturer
Oklahoma	One professor.
Southern Mississippi	One professor

New Faculty Positions

Question 9 on the ALISE questionnaire asked schools whether additional (new) faculty positions, with new funding, had been created in the schools in 1986-87. As shown in Table I-47c, 10 schools reported a total of 11.25 new positions, 7.25 more than were lost by the 4 schools noted in the previous table. Last year 10 schools reported a total of 9.5 new positions, and the previous year 8 schools reported 8 new positions. Thus, 1986-87 saw more new positions created than in the previous few years.

TABLE I-47c: New Full-time Faculty Positions Created and Funded in 1986-87 Among 10 ALA Schools

School	New Positions Created
Alabama	One half-time instructor/binder.
Albany	One Assistant/associate and one professor.
British Columbia	One Assistant Professor.
Cal.-Berkeley	Two Assistant Professors.
Illinois	One professor.
Kent State	One-fourth assistant professor (.75% increased to full-time)
North Texas	One Assistant professor.
Pittsburth	Three professors.
Rutgers	One half-time associate professor (joint appointment with another unit)
Syracuse	Two Assistant professors.

FRINGE BENEFITS

This is the ninth year in which schools have been asked to report the value of their institution's fringe benefits for faculty in terms of salary percentage, i.e. the worth of the contributions of the institution to benefits such as retirement, health insurance, etc., beyond the actual salaries paid to faculty. This percentage is often required in making grant proposals that will include

faculty salaries, and it is often taken into account by applicants for faculty appointments as they compute the total compensation that an offer includes. It continues to be apparent that some of the wide disparity in these percentages, as reported by the deans and directors results from differing methods of computing this percentage.

TABLE I-48: Percentage Value in Relationship to Faculty Salaries of Fringe Benefits Among ALA Schools, 1982-83 to 1986-87

School	1982-83	1983-84	1984-85	1985-86	1986-87
Alabama	32	32	32	28	28
Albany	30.8	30.8	32.02	32.80	29.62
Alberta	12.7	14.8	13.8	14.4	15.7
Arizona	17.8	17.8	18.3	17	17.4
Atlanta	11	15	15.2	15.4	13.2
Brigham Young	22.5	22.5	24	24	25
British Columbia	13	13	13	13	13
Buffalo	30	22.5	25	31.2	32
Cal.-Berkeley	29	29	30	30	29
Cal.- L.A.	N.R.	N.R.	N.R.	29	27
Catholic	N.R.	N.R.	N.R.	N.R.	14
Chicago	21.8	23	19.9	N.R.	22
Clarion	33	34	34	N.R.	28
Columbia	25.5	25.5	27	27	N.R.
Dalhousie	10	10	10	10	10
Drexel	N.R.	N.R.	N.R.	18	21
Emory	15	17.5	17	17	17
Emporia	NA	18.9	14.36 + $85 health	15.3 + 8316 health	16.45 + $8,064
Florida	16	18	N.R.	20	89.59
Hawaii	21	N.R.	30	N.R.	N.R.
Illinois	12.5		12.55	13.6	13.C6
Indiana	26.6	26.6	26.6	26.6	29.7
Iowa	22	22	22	23	23
Kent St.	19.5	22	22	22	22
Kentucky	17	17	16	16	15
Long Island	24	17	17	24	16
Louisiana St.	18	18	18.5	20.5	20.5
Maryland	23 + hosp	25 + hosp	25 + hosp	28 + hosp	30 + hosp
McGill	16	19	N.R.	19	18.5
Michigan	22	22	22	22	22
Missouri	19.5	23	25	25	25
Montreal	11	14	14	14	14
NC-Chapel Hill	18 + $57.60 health	N.R.	18.10	19	19.6
NC-Central	25	25	25	25	N.R.
NC-Greensboro	17	18	18	22	22
Northern Ill.	8.8 + Retire $75 health	N.R.	14	14	14

N.R. = Not Reported

Table I-48 (cont'd).

School	1982-83	1983-84	1984-85	1985-86	1986-87
North Texas	23	23	23	23	23
Oklahoma	22	22	22	22	22
Peabody Vanderbilt	21.5	23.2	23.5	23.5	23.5
Pittsburgh	24	26	28	28	26
Pratt	26	24	25.5 F/T 15 P/T	25.5 F/T 15 P/T	29
Queens	25	25	25	25	25
Rosary	15	17	N.R.	15	21
Rutgers	N.R.	N.R.	N.R.	25	25
St. Johns	N.R.	25	25	25	25
San Jose	N.R.	N.R.	N.R.	19	N.R.
Simmons	22.5	21	21	21.6	22
S. Carolina	19	19	19	19	15.61 + health
S. Florida	18	18	19	20	20
Southern Conn.	20	39	39	37.18	41.04
Southern Miss.	N.R.	N.R.	N.R.	18	27
Syracuse	23	22.4	22.4	26.1	26.5
Tennessee	20	20	20	30	30
Texas	36-42	36-42	25	25	25
Texas Woman's	21	21	21	21	21
Toronto	"unknown"	14	14	14	14
Washington	20	17.95	17.95	20	20
Western Ontario	15	15.9	15.9	16.8	17.1
Wisc.-Madison	22.4	22.8	22.8	22.8	22.8
Wisc.-Milwaukee	21	21	21	21	26

N.R. = Not Reported

Four of the non-ALA schools responded to this question about the value of fringe benefits in their institutions. The responses were as follows: Kutztown, 34 percent; Rhode Island, 22 percent; Sam Houston, 5 percent; and Wayne State, 24 percent.

PROFESSIONAL TRAVEL

Questions 11 and 12 of the ALISE questionnaire pertained to funding for professional travel. Question 11 asked for the number of faculty, including the dean or director, who received travel funds in 1986-87. Question 12 asked for the total amount of funding for professional travel used by the school's faculty in 1986-87, exclusive of travel to teach in extension, workshops, etc. It was noted in this question that dollars spent by the institution on professional travel should be included regardless of whether or not they were actually included in the school's budget.

It is apparent from Table I-49 that funding for faculty travel continues to differ in amount among schools to a very great extent. These differences have existed since the survey began, and in most instances, the relationship of the travel budgets of individual schools to other schools has changed very little. For 1986-87, the range among ALA schools was from a low of 0 to $16,070. For individual faculty members, the average varied from a reported low of $142.00 to a high of $2,067. A total of 449 faculty members were reported as receiving professional travel funds in 1986-87. They shared a total of $391,017 in travel money, amounting to $871.00 per person. The average per person last year was $802 for 469 faculty members. However, as already noted, several schools did not report for 1986-87. The average per school for the 57 schools reporting amounts for individuals for 86-87 was $6,860 as compared with $6,836, in 1985-86. However, it is difficult to know if this is a meaningful comparison because of the absence of data from some schools. Also, it is difficult to know if, in reporting these data, the schools are consistent in excluding travel expenditures for such things as recruitment, accreditation visits, or visiting speakers. It is intended that these not be included, but in reporting the travel expenditures, it is possible that some schools include expenditures for these purposes along with faculty travel.

TABLE I-49:
Support for Faculty Travel in 1986-87 For ALA Schools

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Alabama	0	$	$ 1,700
Albany	5	340	2,500
Alberta	10	250	2,500
Arizona	6	445	2,670
Atlanta	4	700	2,773
Brigham Young	6	2,067	12,400
British Columbia	10	1,417	14,168
Buffalo	8	658	5,265
Cal-Berkeley	8	1,125	9,001
Cal-L.A.	8	403	3,227
Catholic	9	1, 184	10,656
Chicago	6	714	4,285
Clarion	7	300	4,200
Columbia	N.R.	N.R.	N.R.
Dalhousie	3	850	7,219
Drexel	12	571	8,000
Emory	5	1,289	7,733
Emporia	9	582	5,237
Florida St.	14	1,129	15,803
Hawaii	2	2,000	4,000
Illinois	10	459	4,593
Indiana	15	503	7,540
Iowa	6	447	2,681

Table I-49 (cont'd.)

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Kent State	11	$ 490	$ 5,385
Kentucky	9	889	8,000
Long Island	4	622	2,490
Louisiana St.	7	1,307	9,153
Maryland	13	672	8,736
McGill	8	835	6,684
Michigan	13	1,236	16,070
Missouri	9	758	6,814
Montreal	5	2,020	10,100
NC Chapel Hill	13	1,106	12,164
NC Central	N.R.		
NC-Greensboro	3	417	1,250
Northern Ill.	6	700	4,200
North Texas	3	706	2,118
Oklahoma	0	0	0
Peabody Vand.	2	142	284
Pittsburgh	27	1,026	27,702
Pratt	3	840	2,521
Queens	2	1,000	2,000
Rosary	5	926	4,632
Rutgers	10	620	6,200
St. John's	7	429	3,000
San Jose	5	570	2,850
Simmons	14	1,054	14,750
S. Carolina	10	1,418	14,187
S. Florida	7	600	4,200
Southern Conn.	5	690	3,450
Southern Miss.	7	1,134	7,938
Syracuse	12	1,188	14,175
Tennessee	9	927	10,540
Texas	12	1,005	12,065
Texas Woman's	6	717	4,303
Toronto	4	863	3,454
Washington	3	1,497	4,491
Western Ontario	17	544	9,249
Wisc.-Madison	9	463	4,167
Wisc.-Milwaukee	5	1,007	6,045

TABLE I-50:
Support for Faculty Travel, 1986-87 by Non-ALA School

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Bridgewater	4	$ 100.00	$ 400.00
Chicago State	4	250.00	1,000.00
East Carolina	5	380.00	1,900.00
Kutztown	3	Not Reported	Not Reported
Puerto Rico	6	715.00	4,290.00
Rhode Island	7	Not Reported	Not Reported
Sam Houston	6	300.00	1,800.00
Wayne State	6	2,000.00	12,000.00

SABBATICAL LEAVE

The 13th question on the faculty section of the ALISE questionnaire pertained to sabbatical leaves for faculty during 1986-87. A total of 22 schools provided funds for sabbatical or study leaves during 1986-87, compared to 30 in 1985-86. Three of the Non-ALA schools reported sabbaticals having been awarded to 1 faculty member each.

TABLE I-51:
ALA Schools where Faculty Received Sabbatical or Study Leaves During 1986-87

School	Number of Faculty	Length of Leave	Percentage of Salary Received
Alberta	1	12 months	80%
Brigham Young	1	One semester	100%
Buffalo	1	One semester	100%
Cal-Berkeley	3	Two semester	0%
		One semester	100%
		One semester	75%
Cal-L.A.	4	1 year	100%
		1 2-quarters	67%
		2 1-quarter	100%
Clarion	1	5 contract contact hours	100%
Dalhousie	2	6 months	100%
		6 months	80%
Florida St.	2	One semester	95%

Table I-51 (cont'd.)

School	Number of Faculty	Length of Leave	Percentage of Salary Received
Hawaii	1	One semester	100%
Illinois	2	One semester	100%
Kent State	1	One semester	100%
Kentucky	2	One semester	100%
Louisiana State	1	One semester	100%
Maryland	2	One semester Two semester	100% 50%
Michigan	1	One term Two Semesters	100% 50%
NC Chapel Hill	3	2-One semester 1 academic year	100% 100%
Pittsburgh	2	3 months one year	100% 50%
Pratt	1	One semester	100%
Simmons	1	One semester	100%
South Carolina	1	One semester	100%
Syracuse	1	One semester	100%
Texas	1	One year	50% for One semester
Western Ontario	1	One year	82.5%

SUPPORT STAFF

The final question in the faculty section of the ALISE questionnaire pertains to the support staff available for the schools. The question was designed to separate part-time student employees of the school from regular, non-student support staff. Under each of these categories, the same group of subdivisions was given: (a) Administrative support; (b) Instructional support; (c) Research support; (d) Media services; (e) Library support; (f) Computer lab; (g) Other. This year was the third that staff support for the computer lab was distinguished from the "Other" category. The following definitions were provided for each subdivision:

By (a) Administrative support is meant secretarial and other assistance provided the dean, assistant dean, etc. in the administration of the school. By (b) Instructional support is meant clerical and other assistance provided faculty members in their course preparation and classroom teaching. By (c) Research assistance is meant secretarial and other support provided the faculty in their research activity. By (d) Media services is meant assistance provided by media technicians, graphic artists, and others in the production and use of non-print media. By (e) Librarian personnel is meant librarians and library assistants who serve in the library science library, whether their salaries are paid from the library school's budget or from that of the central library. By (f) Computer lab is meant those persons who work in a computer laboratory operated by the school. Under Other may be identified any support staff beyond those listed above.

If a full-time person divides his/her time between two or more of the above categories, that individual appears in appropriate part-time categories.

Where obvious misinterpretations have been made by the schools, this writer has taken the liberty of making slight adjustments in the data supplied by them. These have all involved moving fractions of staff time listed as full-time personnel where it seemed obvious that they were intended as FTE of part-time staff.

As shown in Table I-52, the total FTE of support staff (exclusive of students) as reported by the ALA schools, varied from a low of 1.0 to a high of 31.0. Because of the possible variations in the interpretation of the reporting of library staff and the varying types of support staff included under "other," meaningful comparison of the total FTE support staff among the schools is not possible. However, it is possible to compare data from some of the individual categories.

TABLE I-52: Support Staff Among ALA Schools, 1986-87

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		
	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	TOTAL FTE
Alabama	1	.5		.3		.2									1.0
Albany	1	.6		.5											1.0
Alberta	2	1.0							1						4
Arizona	2			.75		.75									3.5
Atlanta	2	1.0	1				1								5
Brigham Young	1		1												2
British Columbia	2														2
Buffalo	1	1.0	1												3
Cal-Berkeley	3.5	.5	2			.15			2		1	1.25			10.4
Cal-L.A.	5		1								1		1	.50	8.5
Catholic	4		1						2	.57					7.57
Chicago	2			.5											2.5
Clarion	1			.5											1.5
Columbia	NO RESPONSE														
Dalhousie	3														3.0
Drexel	5.5	.5	1.5					.5	2	.5		.5			11.0
Emory	1	.25		.25					1	.25					2.75

TABLE I-52: Support Staff Among ALA Schools, 1986-87

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		
	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	TOTAL FTE
Emporia State	1														1.0
Florida State	3		1				.5		2			.5			7.0
Hawaii	1	.5	1									.50			3.0
Illinois	2	2	1	.5		.5			3	1	1		4	.5	15.5
Indiana	3	.5	1						1	1					6.5
Iowa	1			.5						.5					2.0
Kent State		1.75		1.00											2.75
Kentucky	2			.5		5					1				4.0
Long Island	1		1	.5											2.5
Louisiana St.	2	1.75			1										4.75
Marvland	3	.68	2					2	2	.5		.5			10.68
McGill	2	1.0													3.0
Michigan	3	.5	1	.2			1.0		2	.4				.25	8.35
Missouri	2	.5	1	.5										.5	4.5
Montreal	4	.5	1.75	.25								.5			7.0
NC-Chapel Hill	4	.75	1					.1	2			.9			8.75
NE-Central	NO RESPONSE														

TABLE I-52: Support Staff Among ALA Schools, 1986-87

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		
	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	TOTAL FTE
NC-Greensboro	1														1.0
Northern Illinois			1		3	1.0									5.0
North Texas	1		1						2						4.0
Oklahoma	1		1												2.0
Peabody	2														2.0
Pittsubrgh	7.0	2.5	6	2.5	2		2	.5	5	.5	3				31.0
Pratt	1														1.0
Queens	1	.5													1.5
Rosary	2	1													3.0
Rutgers	2	.5	1	.5							1		1		6.0
St. John's	2		1						1						3.0
San Jose	1	.75										1.6			3.35
Simmons	5	1.0	1			.5	1		2		1				11.5
S. Carolina	2			.5		.5						.5	1		4.5
S. Florida	1														1.0
Southern Conn.	.5		.5												1.0
Southern Miss.	2	.5													2.5

TABLE I-52: Support Staff Among ALA Schools, 1986-87

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		TOTAL FTE
	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	
Syracuse	1.6	.625	2		5	.5						.2		.125	10.05
Tennessee	2	1.30													3.30
Texas	3			1.0		.5		.5	1			2.0	1	1.0	10.0
Texas Woman's	1														1.0
Toronto	5	1.9	1	1.0			1		9		1	.1			20.0
Washington	1	1.25		1.70		.05									4.0
Western Ontario	3	2		.5			1		5	.5	4		1		17.0
Wisc.-Madison	4		1						3	.45				.5	8.95
Wisc.-Milwaukee	1	1.0	1	1.0	1	.67			1	1.0	1	.33			9.0

TABLE I-53: Support Staff Among Non-ALA Schools, 1986-87

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		
	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	Full-Time	FTE of Part-time	TOTAL FTE
Bridgewater State	1	.5		.5				.5							1.5
Chicago	1														1.0
East Carolina	1	.5													1.5
Puerto Rico	3														3.0
Kutztown						.5									.5
Rhode Island	2														2.0
Sam Houston	1														1.0
Wayne State	1	.5		.5		.2		.25		.1				.2	2.75

TABLE I-54: Use of Students as Part-time Support Staff Among ALA Schools, 1986-87

	Adm. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Asst. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Computer Lab Support FTE of Part-time	Other FTE of Part-time	TOTAL
Alabama	.25	.25	.25		2.5	1.25	1.0	5.5
Albany	.87	3.25		.5		.5	.75	5.87
Alberta			2.5		.25	.1		2.85
Arizona		.25						.25
Atlanta	1.0	2.0			6.0	1.0		10.0
Brigham Young		.9	.9					1.8
British Columbia					.33	.33		.66
Buffalo	.25	.5	.25	.5				1.5
Cal.-Berkeley	.5	2.65	2.67		1.0	.5		7.32
Cal.-L.A.		1.5	2.0		.5			4.0
Catholic	.34	.34	1.0	.29	.29	.57		2.83
Chicago		1.5	.5					2.0
Clarion	.25	1.5	2.5	.5	1.0	.5		6.25
Columbia	NO RESPONSE							
Dalhousie	.4		2.4		1.2			4.0
Drexel	1.5	3.5		2.5		2.5		10.0
Emory					3			3.0

TABLE I-54: Use of Students as Part-time Support Staff Among ALA Schools, 1986-87

	Adm. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Asst. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Computer Lab Support FTE of Part-time	Other FTE of Part-time	TOTAL
Emporia State	1.0	2.0		.5		.5		4.0
Florida State	1.5	8.13	1.5	.9	11.38	2.78	5.47	31.66
Hawaii	1.0	2.0				12		13.0
Illinois	.75	1.75	3.0		2.0	1.25		8.75
Indiana	.5	7.0			16.0	.5		24.0
Iowa		.58	.50	.12	1.3	.13		2.63
Kent State	.5	1.25	1.25			.5		3.5
Kentucky	.37	.12				.75		1.24
Long Island		2.5	2.5					5.0
Louisiana State	.75		3.25		1	2.0		7.0
Maryland	2.5	3.0	2.5	2.0	5.0	3.0		18.0
McGill		4.5						4.5
Michigan	.3	.2	1.5		1.3	.2		3.5
Missouri								0
Montreal		1.5	1.0					2.5
NC-Chapel Hill	.5	1.5	4.5	.25	.75	1.5		9.0
NC-Central	NO RESPONSE							

TABLE I-54: Use of Students as Part-time Support Staff Among ALA Schools, 1986-87

	Adm. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Asst. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Computer Lab Support FTE of Part-time	Other FTE of Part-time	TOTAL
NC-Greensboro	1.25	.5	1.75			1.0		4.5
Northern Illinois		1.0						1.0
North Texas	.5	.5		.5		.5		2.0
Oklahoma		.165	.625			.13		.92
Peabody	.5	1.0			.5			2.0
Pittsburgh	1.0	23.5	1.5		4.0	3.0	2.0	35.0
Pratt	1.2	1.0				1.0	.3	3.5
Queens	.25							.25
Rosary		1.0		1.0				2.0
Rutgers	.66			.33		66		1.66
St. John's			3.0		.5	.5		4.0
San Jose	.75					1.6		2.35
Simmons	.5	1.0	3.0		2.0	1.0		7.5
S. Carolina	.5	2.5	.5	.25		.5		4.25
S. Florida	.5	.5	.5					1.5
Southern Conn.	1.0	1.0	1.0	1.0		2.0		6.0
Southern Miss.	.5		3.0	.5	2.0	1.5	1.0	8.5

TABLE I-54: Use of Students as Part-time Support Staff Among ALA Schools, 1986-87

	Adm. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Asst. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Computer Lab Support FTE of Part-time	Other FTE of Part-time	TOTAL
Syracuse	1.25	5.25	2.7			.75	.25	10.2
Tennessee		2.5						2.5
Texas		.68	.50	.68		.50		2.36
Texas Woman's		.5			3.0	.5	.5	4.5
Toronto	.1	.2		.1	1.0	.2		1.6
Washington		1.5	.75			3.5		5.75
Western Ontario	.05	1.25	2.1	.2	2.75	.35	.6	7.3
Wisc.-Madison	.25	.5	.83	1.32	2.05	.5	.2	5.65
Wisc.-Milwaukee	.25	.33						.58

TABLE I-55: Use of Students as Part-time Support Staff Among Non-ALA Schools, 1986-87

	Adm. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Asst. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Computer Lab Support FTE of Part-time	Other FTE of Part-time	TOTAL
Bridgewater	.125							.125
Chicago State	1.5							1.5
East Carolina		10.0						10.0
Puerto Rico						.5		.5
Kutztown						1.25		1.25
Rhode Island	.5	.5	.5			.5		2.0
Sam Houston		3.0						3.0
Wayne State	.75	.75						1.5

STUDENTS

By C. Glenn Sparks

In 1988, as in previous years, the two types of data presented in the STUDENTS section of the Library and Information Science Education Statistical Report are a profile of students and recent graduates plus selected financial data. The user can expect to find data in Tables II-1 through II-8 in the following categories:

- II-1 Enrollment by program and sex; off-campus FTE enrollment;
- II-2 Number of classes or sections of classes by number of students enrolled;
- II-3 Degrees and certificates awarded by sex and ethnic origin;
- II-4 Enrollment by sex and ethnic origin;
- II-5 Number of in-state/province and out-of-state/province students;
- II-6 Number of foreign students enrolled by program level and sex;
- II-7 Number of foreign students enrolled by countries of origin and program level;
- II-8 Number of students by age and sex.

Data for Table II-9 (Students by Sex and Highest Previous Degree Held) and Table II-10 (Students by Undergraduate Major, Sex, and Program Level) were not requested in 1988 but may be included in a future survey.

Financial data in Tables II-11 through II-13 provide information as follows:

- II-11 Scholarships awarded to students by amount, sex, and program level;
- II-12 Assistantships awarded to students by sex, amount, program level, and work required of recipients;
- II-13 Tuition and fees for complete programs by residency status; tuition per credit hour.

Fifty-nine of the 60 schools with master's programs accredited by the American Library Association as of January 1, 1988, (called ALA Schools in this section) furnished some usable data for the STUDENTS section in 1988. Only Clarion University did not respond. Eight schools with programs not accredited by the American Library Association (called Non-ALA Schools in this section) provided some usable data.

In reporting data from the questionnaires, an attempt has been made to correct obvious arithmetical errors and to cross-check as much of the information as possible. Aside from these corrections, the figures are those submitted by the schools. Before using figures from a table however, it is always important to read the introduction to that table, as schools' deviations from reporting instructions contained in the ALISE questionnaire are sometimes noted there. It should be kept in mind that since schools occasionally submit totals without preliminary breakdowns, horizontal totals in tables may exceed the sum of figures in previous columns.

Table II-1: Enrollment by Program and Sex; Off-Campus Enrollment

Enrollment figures in Table II-1 are based on the number of students officially enrolled in the Fall Term 1987. The Committee on Accreditation of the American Library Association requests these same figures in its Annual Report for Continuing Review, with the exception of totals for the actual number of people. Schools were asked to report the number of students enrolled in several programs (if offered), using the parent institution's formula for computing student Full-Time Equivalents (FTE's). If such a formula was not available, the formula suggested for use was the following: consider a student as full-time if the course load will enable course requirements for the degree to be completed within the normal length of time. For example, if the normal time is 12 courses in 4 quarters, a student carrying 3 courses during the quarter should be counted as 1.00 FTE; a student carrying 2 courses during the quarter should be counted as 0.67 FTE (2 divided by 3 = 0.67). Students carrying a course overload should be counted as only 1.00 FTE.

The several programs were defined in the questionnaire as follows: Master's includes only those students who are working toward a master's degree in library/information science on or off campus; Post-Master's includes only those students who are working toward a post-master's degree or certificate in library/information science on or off campus; Doctoral includes only those students who are working toward a doctoral degree in library/information science on or off campus; Other Graduate Students includes students taking library/information science courses as cognate or service courses or for professional development on or off campus; Undergraduate includes students taking library/information science courses as cognate or service courses for undergraduate credit on or off campus.

TABLE II-1-a: Summary - ALA Schools
Enrollment, Fall Term 1987, by Program and Sex to Determine FTE

		Full-Time			Part-Time				Total	
							Total			
	N Sch Rptg	Men	Women	Total	Men	Women	N	FTE	N	FTE
Master's	59	945	2520	3465	1221	5363	6584	2881.58	10049	6346.59
Post-Master's	31	10	31	41	39	148	187	69.94	228	110.94
Doctoral	22	78	96	174	118	229	347	118.92	521	292.92
Other Graduate	50	29	54	83	260	1239	1499	502.17	1582	585.17
Undergraduate	33	285	308	593	423	1290	1781	482.50	2374	1075.50

In Fall 1987, a total of 14,754 students (8,411.12 FTE) were reported to be enrolled in all programs of the 59 reporting ALA Schools (Table II-1-a).

TABLE II-1-b: Summary - Non ALA Schools -
Enrollment, Fall Term 1987, by Program and Sex to Determine FTE

		Full-Time			Part-Time				Total	
							Total			
	N Sch Rptg	Men	Women	Total	Men	Women	N	FTE	N	FTE
Master's	8	20	75	95	80	581	661	306.06	756	401.06
Post-Master's	3	0	0	0	6	14	20	1.86	20	1.86
Doctoral	0	0	0	0	0	0	0	0.00	0	0.00
Other Graduate	4	0	1	1	23	80	103	40.58	104	41.58
Undergraduate	5	3	39	42	10	168	178	40.63	220	82.63

TABLE II-1-c-(1): ALA Schools - Master's Students - Enrollment, Fall Term 1987, by Program and Sex to Determine FTE

	MASTER'S									
	Full-Time			Part-Time					Total	
				Men		Women		Total		
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama	9	20	29	2	1.34	44	20.75	46	22.09	75	51.09
Albany	26	77	103	18	9.10	83	27.50	101	36.60	204	139.60
Alberta	21	45	66			16	6.00	16	6.00	82	72.00
Arizona	14	46	60	24	12.00	106	52.56	130	64.56	190	124.56
Atlanta	5	16	21	5	2.67	30	21.00	35	23.67	56	44.67
Brigham Young	16	19	35	24	12.18	39	17.49	63	29.67	98	64.67
British Columbia	20	63	83	1	0.25	6	2.25	7	2.50	90	85.50
Buffalo	22	82	104	19	8.00	106	39.25	125	47.25	229	151.25
Calif.-Berkeley	21	42	63	23	13.50	67	42.00	90	55.50	153	118.50
Calif.-L. A.	37	103	140	9	4.50	34	17.00	43	21.50	183	161.50
Catholic	8	15	23	34	17.10	144	74.00	178	91.10	201	114.10
Chicago	8	13	21	7	3.67	3	1.67	10	5.33	31	26.34
Columbia	11	44	55	31	14.75	77	34.75	108	49.50	163	104.50
Dalhousie	6	58	64			7	3.25	7	3.25	71	67.25
Drexel	11	22	33	50	25.00	131	65.00	181	90.00	214	123.00
Emory	2	6	8	1	0.50	18	11.33	19	11.83	27	19.83
Emporia	9	30	39	8	5.00	62	26.80	70	31.80	109	70.80
Florida	10	36	46	19	8.26	82	32.42	101	40.68	147	86.68
Hawaii	3	20	23	15	8.25	25	13.25	40	21.50	63	44.50
Illinois	19	79	98	19	5.40	38	29.80	57	35.20	155	133.20
Indiana	34	88	122	54	18.00	207	61.00	261	79.00	383	201.00
Iowa	24	29	53	1	0.67	29	14.00	30	14.67	83	67.67
Kent State	2	7	9	50	18.10	230	74.30	280	92.40	289	101.40
Kentucky	18	35	53	36	18.36	99	41.58	135	59.94	188	112.94
Long Island	1	2	3	67	36.00	366	190.60	433	226.60	436	229.60
Louisiana	23	41	64	7	2.34	38	12.66	45	15.00	109	79.00
Maryland	20	92	112	33	18.37	174	94.82	207	113.19	319	225.19
McGill	19	100	119	2	0.50	15	6.00	17	6.50	136	125.50
Michigan	13	35	48	38	21.70	186	[illegible]	224	115.50	272	163.50
Missouri	17	29	46	35	10.70	[illegible]	[illegible]	235	78.60	281	124.60
Montreal	43	90	133	4	1.00	[illegible]	[illegible]	11	2.75	144	135.75
North Carolina	33	83	116	1	[illegible]	[illegible]	9.75	18	10.50	134	126.50
NC Central	4	16	20	8	4.75	77	42.25	85	47.00	105	67.00
NC-Greensboro	4	17	21	8	4.11	91	40.89	99	45.00	120	66.00
Northern Illinois		12	12	12	5.00	109	38.75	121	43.75	133	55.75
North Texas State	14	34	48	22	10.65	78	38.48	100	49.13	148	97.13
Oklahoma				31	10.40	142	45.20	173	55.60	173	55.60
Peabody	1	4	5	2	1.66	21	11.66	23	13.32	28	18.32
Pittsburgh	70	71	141	103	41.20	143	57.20	246	98.40	387	239.40
Pratt	4	10	14	21	13.00	65	22.33	86	35.33	100	49.33

TABLE II-1-c-(1): ALA Schools - Master's Students - Enrollment, Fall Term 1987, by Program and Sex to Determine FTE (cont'd.)

	MASTER'S									
	Full-Time			Part-Time					Total	
				Men		Women		Total		
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Queens	8	12	20	37	16.25	107	49.25	144	65.50	164	85.50
Rosary	4	35	39	18	9.30	128	59.20	146	68.50	185	107.50
Rutgers	19	61	80	29	14.90	136	72.40	165	87.30	245	167.30
St. John's	6	12	18	18	7.25	58	24.50	76	31.75	94	49.75
San Jose	12	34	46	24	9.00	136	57.00	160	66.00	206	112.00
Simmons	11	49	60	70	23.33	296	98.67	366	122.00	426	182.00
South Carolina	22	57	79	17	7.90	222	102.80	239	110.70	318	189.70
South Florida	10	16	26	9	4.66	85	40.33	94	44.99	120	70.99
Southern Connecticut	16	24	40	20	8.33	158	69.67	178	78.00	218	118.00
Southern Mississippi	6	25	31	3	1.78	22	8.64	25	10.42	56	41.42
Syracuse	21	20	41	22	11.75	76	33.00	98	44.75	139	85.75
Tennessee	11	39	50	8	2.60	51	23.60	59	26.20	109	76.20
Texas	28	55	83	36	16.98	85	38.93	121	55.91	204	138.91
Texas Woman's	2	39	41	7	3.10	112	53.70	119	56.80	160	97.80
Toronto	37	107	144	10	3.33	39	13.00	49	16.33	193	160.33
Washington	27	93	120	3	1.67	27	13.33	30	15.00	150	135.00
Western Ontario	35	88	123	20	5.00	87	21.75	107	26.75	230	149.75
Wisc.-Madison	28	81	109	7	4.11	49	25.56	56	29.67	165	138.67
Wisc.-Milwaukee	20	42	62	19	6.60	77	26.70	96	33.30	158	95.30

All schools with accredited master's programs furnished data for Table II-1-c-(1) except Clarion University. The data seem to be generally comparable. Pittsburgh figures combine students in library science (146 persons, 96.2 FTE) and information science (241 persons, 143.2 FTE), though the two departments are separate in the school. Syracuse figures include 35 persons (26 FTE) in the I.R.M. program.

Setting aside Emory and Peabody, whose programs are being phased out, the range of FTE master's enrollment is 26.34 at Chicago to 239.40 at Pittsburgh.

TABLE II-1-c-(2): ALA Schools - Post-Master's Students - Enrollment, Fall Term 1987, by Program and Sex to Determine FTE

	POST-MASTER'S									
	Full-Time			Part-Time					Total	
				Men		Women		Total		
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama		2	2	2	0.66	5	2.33	7	2.99	9	4.99
Albany		1	1			4	1.30	4	1.30	5	2.30
Atlanta						1	0.33	1	0.33	1	0.33
Buffalo		1	1			1	0.25	1	0.25	2	1.25
Calif.-Berkeley		3	3	3	2.25	2	1.50	5	3.75	8	6.75
Calif.-L. A.	1	3	4	1	0.50	2	1.00	3	1.50	7	5.50
Catholic				1	0.40	15	5.20	16	5.60	16	5.60
Chicago				2	0.67			2	0.67	2	0.67
Columbia	4	7	11	4	1.50	10	3.75	14	5.25	25	16.25
Drexel				3	1.00	10	4.00	13	5.00	13	5.00
Emory						6	2.00	6	2.00	6	2.00
Florida				1	0.84	5	2.09	6	2.93	6	2.93
Hawaii						5	1.50	5	1.50	5	1.50
Illinois	1	3	4			4	1.60	4	1.60	8	5.60
Indiana		2	2	1	0.25	3	1.00	4	1.25	6	3.25
Kent State				1	0.30	3	1.10	4	1.40	4	1.40
Louisiana		1	1			1	0.33	1	0.33	2	1.33
NC-Greensboro				1	0.33	25	8.11	26	8.44	26	8.44
North Texas State	1	2	3	2	0.67	7	2.65	9	3.32	12	6.32
Oklahoma				1	0.30	6	1.00	7	1.30	7	1.30
Peabody						1	0.50	1	0.50	1	0.50
Pittsburgh		1	1	4	1.60	10	4.00	14	5.60	15	6.60
Pratt				2	1.33	1	0.67	3	2.00	3	2.00
Queens						1	0.25	1	0.25	1	0.25
Rosary				2	0.60	4	1.30	6	1.90	6	1.90
St. John's				1		1	0.75	2	0.75	2	0.75
South Carolina	1	1	2			7	3.00	7	3.00	9	5.00
Southern Connecticut	1	2	3	3	1.00	4	1.33	7	2.33	10	5.33
Syracuse						1	0.25	1	0.25	1	0.25
Texas		1	1	3	0.99	2	0.66	5	1.65	6	2.65
Wisc.-Madison	1	1	2	1	0.67	1	0.33	2	1.00	4	3.00

In addition to Clarion University, the following schools, shown to have post-master's programs in the list of graduate library education programs accredited by ALA in October 1987, did not provide data for Table II-1-c-(2): Long Island, Rutgers, South Florida, Emporia, Wisconsin-Milwaukee, and Texas Woman's University. Presumably, these schools had no post-master's students enrolled in Fall 1987, as the figures in Table II-1-c are based on the schools' reports to the ALA Committee on Accreditation.

TABLE II-1-c-(3): ALA Schools - Doctoral Students - Enrollment, Fall Term 1987, by Program and Sex to Determine FTE

	DOCTORAL									
	Full-Time			Part-Time					Total	
				Men		Women		Total		
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Calif.-Berkeley	3	3	6	5	3.25	7	4.00	12	7.25	18	13.25
Calif.-L. A.	2	7	9	3	1.50	2	1.00	5	2.50	14	11.50
Chicago				3	1.33	1	0.67	4	2.00	4	2.00
Columbia				11	2.75	25	6.75	36	9.50	36	9.50
Drexel	2	1	3	6	2.00	17	8.00	23	10.00	26	13.00
Florida	1	6	7	6	0.67	10	1.92	16	2.59	23	9.59
Hawaii	12	4	16							16	16.00
Illinois	6	6	12	2	1.20	8	2.20	10	3.40	22	15.40
Indiana	7	4	11	13	4.33	16	5.33	29	9.66	40	20.66
Maryland	1	5	6	5	1.99	8	3.32	13	5.31	19	11.31
Michigan	1	3	4	8	3.80	5	1.90	13	5.70	17	9.70
North Carolina	1		1	9	2.75	7	2.50	16	5.25	17	6.25
North Texas State	1	2	3	4	2.34	12	5.32	16	7.66	19	10.66
Pittsburgh	8	10	18	13	5.20	16	6.40	29	11.60	47	29.60
Rutgers	9	1	10	21	3.66	34	7.16	55	10.82	65	20.82
Simmons		2	2	3	1.00	10	3.33	13	4.33	15	6.33
Syracuse	9	8	17	2	1.25	6	2.00	8	3.25	25	20.25
Texas	1	8	9			5	1.99	5	1.99	14	10.99
Texas Woman's	6	8	14	1	0.66	27	10.53	28	11.19	42	25.19
Toronto		5	5			6	1.00	6	1.00	11	6.00
Western Ontario	5	3	8	1	0.25	4	1.00	5	1.25	13	9.25
Wisc.-Madison	3	10	13	2	1.00	3	1.67	5	2.67	18	15.67

The following schools, shown to have doctoral programs in the list of graduate library education programs accredited by ALA in October 1987, did not provide data for Table II-1-c-(3): Buffalo (students in cooperative doctoral program not enrolled in SILS) and Wisconsin-Milwaukee.

TABLE II-1-c-(4): ALA Schools - Other Graduate Students - Enrollment, Fall Term 1987, by Program and Sex to Determine FTE

	OTHER GRADUATE									
	Full-Time			Part-Time					Total	
				Men		Women		Total		
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama	3	2	5	3	1.33	16	6.64	19	7.97	24	12.97
Albany	1	5	6	8	3.20	36	11.20	44	14.40	50	20.40
Alberta						7	2.70	7	2.70	7	2.70
Arizona		1	1	6	2.00	19	11.56	25	13.56	26	14.56
Atlanta						4	1.33	4	1.33	4	1.33
Brigham Young				13	4.59	23	8.12	36	12.71	36	12.71
British Columbia	6	8	14							14	14.00
Buffalo				4	1.25	14	3.25	18	4.50	18	4.50
Calif.-L. A.	2	6	8							8	8.00
Catholic	2	1	3	1	0.40	16	6.80	17	7.20	20	10.20
Chicago	1		1							1	1.00
Columbia				4	1.50	10	3.00	14	4.50	14	4.50
Dalhousie				1	0.25	6	1.50	7	1.75	7	1.75
Emory						3	0.67	3	0.67	3	0.67
Emporia				5	1.20	67	20.00	72	21.20	72	21.20
Florida				5	1.84	24	6.50	29	8.34	29	8.34
Hawaii		1	1	5	1.50	23	7.50	28	9.00	29	10.00
Illinois						4	1.20	4	1.20	4	1.20
Indiana		1	1	19	6.25	90	25.41	109	31.66	110	32.66
Iowa						2	0.67	2	0.67	2	0.67
Kent State				3	0.70			3	0.70	3	0.70
Kentucky				2	1.02	9	3.78	11	4.80	11	4.80
Louisiana	5	4	9	13	4.44	22	7.33	35	11.77	44	20.77
Maryland		1	1			42	15.90	42	15.90	43	16.90
Michigan				2	0.60	10	2.20	12	2.80	12	2.80
North Carolina				8	4.50	19	10.50	27	15.00	27	15.00
NC Central				5	3.50	25	14.50	30	18.00	30	18.00
NC-Greensboro				3	0.67	9	3.22	12	3.89	12	3.89
Northern Illinois				7	1.75	63	16.75	70	18.50	70	18.50
North Texas State						23	7.66	23	7.66	23	7.66
Peabody				20	5.25	34	8.50	54	13.75	54	13.75
Pittsburgh	2	2	4	2	0.80	4	1.60	6	2.40	10	6.40
Pratt				2	0.67	3	1.00	5	1.67	5	1.67
Queens	1	2	3	6	1.75	22	8.25	28	10.00	31	13.00
Rosary				4	1.30	21	7.00	25	8.30	25	8.30
Rutgers		4	4	16	5.60	127	37.80	143	43.40	147	47.40
St. John's				2	0.75	10	3.25	12	4.00	12	4.00
Simmons				2	0.67	19	6.33	21	7.00	21	7.00
South Carolina				4	1.30	18	6.00	22	7.30	22	7.30
South Florida	1	7	8	35	14.33	189	55.33	224	69.66	232	77.66

TABLE II-1-c-(4): ALA Schools - Other Graduate Students - Enrollment, Fall Term 1987, by Program and Sex to Determine FTE (cont'd.)

	OTHER GRADUATE									
	Full-Time			Part-Time					Total	
	Men	Women	Total	Men N	Men FTE	Women N	Women FTE	Total N	Total FTE	N	FTE
Southern Connecticut	2	3	5	12	5.33	78	32.67	90	38.00	95	43.00
Southern Mississippi	1	3	4	3	1.00	14	7.33	17	8.33	21	12.33
Syracuse				21	5.00	42	13.00	63	18.00	63	18.00
Texas				4	1.32	8	2.64	12	3.96	12	3.96
Texas Woman's		1	1	2	0.66	17	7.00	19	7.66	20	8.66
Toronto				1	0.33	6	2.00	7	2.33	7	2.33
Washington	1		1	1	0.33	6	1.98	7	2.31	8	3.31
Western Ontario		1	1			5	1.25	5	1.25	6	2.25
Wisc.-Madison	1	1	2	6	2.00	14	4.67	20	6.67	22	8.67
Wisc.-Milwaukee						16	3.80	16	3.80	16	3.80

TABLE II-1-c-(5): ALA Schools - Undergraduate Students - Enrollment, Fall Term 1987, by Program and Sex to Determine FTE

	UNDERGRADUATE									
	Full-Time			Part-Time					Total	
				Men		Women		Total		
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama				16	5.28	75	24.75	91	30.03	91	30.03
Albany	15	19	34							34	34.00
Alberta				3	1.00	51	17.00	54	18.00	54	18.00
Arizona				1	0.33	2	0.78	3	1.11	3	1.11
Atlanta				1	0.33			1	0.33	1	0.33
Brigham Young				94	11.06	74	8.71	168	19.77	168	19.77
Calif.-L. A.								68	17.00	68	17.00
Drexel	80	36	116							116	116.00
Emporia				7	2.50	81	21.40	88	23.90	88	23.90
Florida				13	1.84	24	5.75	37	7.59	37	7.59
Hawaii				5	1.25	11	2.75	16	4.00	16	4.00
Indiana				23	2.08	29	4.75	52	6.83	52	6.83
Iowa				6	1.75	20	5.00	26	6.75	26	6.75
Kent State						2	0.30	2	0.30	2	0.30
Kentucky				8	4.08	86	36.12	94	40.20	94	40.20
Montreal	13	28	41	17	4.25	74	18.50	91	22.75	132	63.75
North Carolina				1	0.50	65	32.50	66	33.00	66	33.00
NC Central						7	1.75	7	1.75	7	1.75
NC-Greensboro				1	0.33	15	4.11	16	4.44	16	4.44
Northern Illinois						21	5.25	21	5.25	21	5.25
North Texas State	1		1	6	1.80	12	3.80	18	5.60	19	6.60
Oklahoma				39	5.60	96	17.30	135	22.90	135	22.90
Pittsburgh	58	42	100	29	11.60	26	10.40	55	22.00	155	122.00
Queens						3	0.75	3	0.75	3	0.75
South Carolina				7	2.30	3	1.00	10	3.30	10	3.30
Southern Connecticut	100	163	263	3	1.33	24	11.00	27	12.33	290	275.33
Southern Mississippi	2	1	3	5	1.42	30	8.75	35	10.17	38	13.17
Syracuse	16	8	24	59	18.00	63	18.75	122	36.75	146	60.75
Tennessee				4	1.30	69	23.00	73	24.30	73	24.30
Texas				33	8.25	206	51.50	239	59.75	239	59.75
Texas Woman's		11	11			44	15.00	44	15.00	55	26.00
Misc.-Madison				7	2.00	35	9.25	42	11.25	42	11.25
Misc.-Milwaukee				35	7.00	42	8.40	77	15.40	77	15.40

TABLE II-1-c-(6): ALA Schools - Total Students - Enrollment, Fall Term 1987, by Program and Sex to Determine FTE

	TOTAL									
	Full-Time			Part-Time					Total	
				Men		Women		Total		
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama	12	24	36	23	8.61	140	54.47	163	63.08	199	99.08
Albany	42	102	144	26	12.30	123	40.00	149	52.30	293	196.30
Alberta	21	45	66	3	1.00	74	25.70	77	26.70	143	92.70
Arizona	14	47	61	31	14.33	127	64.90	158	79.23	219	140.23
Atlanta	5	16	21	6	3.00	35	22.66	41	25.66	62	46.66
Brigham Young	16	19	35	131	27.83	136	34.32	267	62.15	302	97.15
British Columbia	26	71	97	1	0.25	6	2.25	7	2.50	104	99.50
Buffalo	22	83	105	23	9.25	121	42.75	144	52.00	249	157.00
Calif.-Berkeley	24	48	72	31	19.00	76	47.50	107	66.50	179	138.50
Calif.-L. A.	42	119	161	13	6.50	38	19.00	119	42.50	280	203.50
Catholic	10	16	26	36	17.90	175	86.00	211	103.90	237	129.90
Chicago	9	13	22	12	5.67	4	2.34	16	8.00	38	30.01
Columbia	15	51	66	50	20.50	122	48.25	172	68.75	238	134.75
Dalhousie	6	58	64	1	0.25	13	4.75	14	5.00	78	69.00
Drexel	93	59	152	59	28.00	158	77.00	217	105.00	369	257.00
Emory	2	6	8	1	0.50	27	14.00	28	14.50	36	22.50
Emporia	9	30	39	20	8.70	210	68.20	230	76.90	269	115.90
Florida	11	42	53	44	13.45	145	48.68	189	62.13	242	115.13
Hawaii	15	25	40	25	11.00	64	25.00	89	36.00	129	76.00
Illinois	26	88	114	21	6.60	54	34.80	75	41.40	189	155.40
Indiana	41	95	136	110	30.91	345	97.49	455	128.40	591	264.40
Iowa	24	29	53	7	2.42	51	19.67	58	22.09	111	75.09
Kent State	2	7	9	54	19.10	235	75.70	289	94.80	298	103.80
Kentucky	18	35	53	46	23.46	194	81.48	240	104.94	293	157.94
Long Island	1	2	3	67	36.00	366	190.60	433	226.60	436	229.60
Louisiana	28	46	74	20	6.78	61	20.32	81	27.10	155	101.10
Maryland	21	98	119	38	20.36	224	114.04	262	134.40	381	253.40
McGill	19	100	119	2	0.50	15	6.00	17	6.50	136	125.50
Michigan	14	38	52	48	26.10	201	97.90	249	124.00	301	176.00
Missouri	17	29	46	35	10.70	200	67.90	235	78.60	281	124.60
Montreal	56	118	174	21	5.25	81	20.25	102	25.50	276	199.50
North Carolina	34	83	117	19	8.50	108	55.25	127	63.75	244	180.75
NC Central	4	16	20	13	8.25	109	58.50	122	66.75	142	86.75
NC-Greensboro	4	17	21	13	5.44	140	56.33	153	61.77	174	82.77
Northern Illinois		12	12	19	6.75	193	60.75	212	67.50	224	79.50
North Texas State	17	38	55	34	15.46	132	57.91	166	73.37	221	128.37
Oklahoma				71	16.30	244	63.50	315	79.80	315	79.80
Peabody	1	4	5	22	6.91	56	20.66	78	27.57	83	32.57
Pittsburgh	138	126	264	151	60.40	199	79.60	350	140.00	614	404.00
Pratt	4	10	14	25	15.00	69	24.00	94	39.00	108	53.00

TABLE II-1-c-(6): ALA Schools - Total Students - Enrollment, Fall Term 1987, by Program and Sex to Determine FTE (cont'd.)

	TOTAL									
	Full-Time			Part-Time					Total	
				Men		Women		Total		
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Queens	9	14	23	43	18.00	133	58.50	176	76.50	199	99.50
Rosary	4	35	39	24	11.20	153	67.50	177	78.70	216	117.70
Rutgers	28	66	94	66	24.16	297	117.36	363	141.52	457	235.52
St. John's	6	12	18	21	8.00	69	28.50	90	36.50	108	54.50
San Jose	12	34	46	24	9.00	136	57.00	160	66.00	206	112.00
Simmons	11	51	62	75	25.00	325	108.33	400	133.33	462	195.33
South Carolina	23	58	81	28	11.50	250	112.80	278	124.30	359	205.30
South Florida	11	23	34	44	18.99	274	95.66	318	114.65	352	148.65
Southern Connecticut	119	192	311	38	15.99	264	114.67	302	130.66	613	441.66
Southern Mississippi	9	29	38	11	4.20	66	24.72	77	28.92	115	66.92
Syracuse	46	36	82	104	36.00	188	67.00	292	103.00	374	185.00
Tennessee	11	39	50	12	3.90	120	46.60	132	50.50	182	100.50
Texas	29	64	93	76	27.54	306	95.72	382	123.26	475	216.26
Texas Woman's	8	59	67	10	4.42	200	86.23	210	90.65	277	157.65
Toronto	37	112	149	11	3.66	51	16.00	62	19.66	211	168.66
Washington	28	93	121	4	2.00	33	15.31	37	17.31	158	138.31
Western Ontario	40	92	132	21	5.25	96	24.00	117	29.25	249	161.25
Misc.-Madison	33	93	126	23	9.78	102	41.48	125	51.26	251	177.26
Misc.-Milwaukee	20	42	62	54	13.60	135	38.90	189	52.50	251	114.50

All schools are represented in Table II-1-c-(6) except Clarion University.

TABLE II-1-c-(7): ALA Schools - Off-Campus Students - Total FTE Enrollment, Fall Term 1987

	Total FTE Off Campus
Albany	26.25
Arizona	24.67
Brigham Young	20.82
Buffalo	14.00
Emporia	11.30
Florida	24.84
Indiana	71.25
Kent State	34.00
Kentucky	35.19
Long Island	55.50
Louisiana	10.33
Missouri	45.30
NC Central	5.28
Northern Illinois	40.00
Oklahoma	13.40
Pittsburgh	9.00
Rosary	6.00
Rutgers	7.50
South Carolina	23.80
South Florida	44.66
Southern Connecticut	24.33
Southern Mississippi	12.42
Syracuse	4.25
Texas	4.62
Western Ontario	10.75

All schools were asked to indicate that portion of the total FTE enrollment which represents FTE enrollment in off-campus courses. Of the 25 ALA schools reporting such enrollment, the range was from 4.25 to 71.25 FTE, the median being 20.82.

TABLE II-1-d-(1): Non-ALA Schools - Master's Students - Enrollment, Fall Term 1987, by Program and Sex to Determine FTE

	MASTER'S									
	Full-Time			Part-Time					Total	
				Men		Women		Total		
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Bridgewater				13	10.00	76	58.00	89	68.00	89	68.00
Chicago State	2		2	1	0.30	27	9.90	28	10.20	30	12.20
East Carolina	2	5	7	7	3.75	43	22.25	50	26.00	57	33.00
Kutztown		3	3	4	1.67	46	16.33	50	18.00	53	21.00
Puerto Rico	4	25	29	15	6.00	76	34.00	91	40.00	120	69.00
Rhode Island	3	19	22	7	2.70	53	27.10	60	29.80	82	51.80
Sam Houston	1	3	4	8	3.00	155	38.30	163	41.30	167	45.30
Wayne State	8	20	28	25	13.88	105	58.88	130	72.76	158	100.76

TABLE II-1-d-(2): Non-ALA Schools - Post-Master's Students - Enrollment, Fall Term 1987, by Program and Sex to Determine FTE

	POST-MASTER'S									
	Full-Time			Part-Time					Total	
				Men		Women		Total		
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Bridgewater				2		10		12		12	
Sam Houston				1	0.30	1	0.30	2	0.60	2	0.60
Wayne State				3	0.63	3	0.63	6	1.26	6	1.26

TABLE II-1-d-(3): Non-ALA Schools - Doctoral Students - Enrollment, Fall Term 1987, by Program and Sex to Determine FTE

No doctoral students reported

TABLE II-1-d-(4): Non-ALA Schools - Other Graduate Students - Enrollment, Fall Term 1987, by Program and Sex to Determine FTE

	OTHER GRADUATE									
	Full-Time			Part-Time					Total	
				Men		Women		Total		
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Chicago State				2	0.60	17	6.00	19	6.60	19	6.60
East Caroline				3	1.50	7	3.25	10	4.75	10	4.75
Rhode Island		1	1	13	4.90	48	19.20	61	24.10	62	25.10
Wayne State				5	1.88	8	3.25	13	5.13	13	5.13

TABLE II-1-d-(5): Non-ALA Schools - Undergraduate Students - Enrollment, Fall Term 1987, by Program and Sex to Determine FTE

	UNDERGRADUATE									
	Full-Time			Part-Time					Total	
				Men		Women		Total		
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Bridgewater				1		14		15		15	
Chicago State				5	1.50	34	10.20	39	11.70	39	11.70
Kutztown	3	39	42							42	42.00
Sam Houston				2	0.60	118	27.50	120	28.10	120	28.10
Wayne State				2	0.58	2	0.25	4	0.83	4	0.83

TABLE II-1-d-(6): Non-ALA Schools - Total Students - Enrollment, Fall Term 1987, by Program and Sex to Determine FTE

	TOTAL									
	Full-Time			Part-Time					Total	
				Men		Women		Total		
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Bridgewater				16	10.00	100	58.00	116	68.00	116	68.00
Chicago State	2		2	8	2.40	78	26.10	86	28.50	88	30.50
East Carolina	2	5	7	10	5.25	50	25.50	60	30.75	67	37.75
Kutztown	3	42	45	4	1.67	46	16.33	50	18.00	95	63.00
Puerto Rico	4	25	29	15	6.00	76	34.00	91	40.00	120	69.00
Rhode Island	3	20	23	20	7.60	101	46.30	121	53.90	144	76.90
Sam Houston	1	3	4	11	3.90	274	66.10	285	70.00	289	74.00
Wayne State	8	20	28	35	16.97	118	63.01	153	79.98	181	107.98

TABLE II-1-d-(7): Non-ALA Schools - Off-Campus Students - Total FTE Enrollment, Fall Term 1987

	Total FTE Off Campus
Chicago State	5.70
Rhode Island	16.80
Sam Houston	24.00
Wayne State	12.00

TABLE II-1-e: ALA Schools - Undergraduate Library Science Majors Enrolled Full-time and Part-time by Sex, Fall Term 1987

	UNDERGRADUATE MAJOR									
	Full-Time			Part-Time					Total	
				Men		Women		Total		
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Drexel	80	36	116							116	116.00
Florida				13	1.84	24	5.75	37	7.59	37	7.59
Maryland	1	4	5							5	5.00
Montreal	13	28	41	17	4.25	74	18.50	91	22.75	132	63.75
North Texas State	1		1	6	1.80	12	3.80	18	5.60	19	6.60
Pittsburgh	58	100	158	29	11.60	26	10.40	55	22.00	213	180.00
Southern Connecticut	2	7	9			5	2.33	5	2.33	14	11.33
Southern Mississippi	2	1	3	3	1.25	12	4.67	15	5.92	18	8.92
Syracuse	16	8	24							24	24.00
Texas Woman's		11	11			12	7.00	12	7.00	23	18.00

In 1988, for the first time, schools were asked to provide the specific subject area of their undergraduate major. In previous years, the questionnaire had inquired about majors "in library science." The following information was furnished by the ALA Schools:

School	Subject Area
Drexel	Information Studies
Florida	Library Science
Maryland	Library Science Education
Montreal	Archives/Records Management
North Texas	Library Science
Pittsburgh	Information Science
Southern Connecticut	Library and Information Science
Southern Mississippi	Library Science
Syracuse	Information Studies
Texas Woman's	Library Science

TABLE II-1-f: Non-ALA Schools- Undergraduate Library Science Majors Enrolled Full-time and Part-time by Sex, Fall Term 1987

	UNDERGRADUATE MAJOR									
	Full-Time			Part-Time					Total	
				Men		Women		Total		
	Men	Women	Total	N	FTE	N	FTE	N	FTE	N	FTE
Kutztown	3	39	42							42	42.00

Table II-2: Number of Classes by Number of Students Enrolled

Schools were asked to indicate the number of classes or sections of classes by number of students enrolled. Class sizes were divided into 11 categories. Fifty-eight of the 59 responding ALA Schools and 8 Non-ALA Schools supplied all or part of the data requested for Tables II-2-a and II-2-b.

Schools were requested not to include individually-supervised offerings in the category 1-5, but to indicate the number of students enrolled in such programs. In 1988, for the first time the schools were asked to categorize these individual offerings. ALA Schools reported 1448 such offerings, in the following categories:

Individual studies/reading courses	553
Individually-supervised field experiences	510
Master's theses	110
Doctoral dissertations	186
Non-thesis projects	39
Research/professional papers	50

Thirteen ALA Schools reported having one to five classes or sections of classes with over 50 students enrolled. They included core or introductory courses (10 schools), undergraduate courses (2 schools), colloquium (1 school), televised course (1 school).

TABLE II-2-a: ALA Schools- Number of Classes or Sections of Classes by Number of Students Enrolled, Fall Term 1987

	NUMBER OF STUDENTS										
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
Alabama	10	5	4	3	6						
Albany	4	4	2	8	6	9	1				
Alberta		4	2	3	1	1	5				
Arizona	1	1	4	3		4		3	3	1	
Atlanta	2	4	2	2	1						
Brigham Young	2	7	1	3	2						
British Columbia		9	4	3	2	2			2	1	
Buffalo		1	1	2	2	4	3		3	1	1
Calif.-L. A.	11	7	8	9	4	3	1	1	1		
Catholic	6	6	12	4	7	1					
Chicago	1	3			2						
Columbia	4	5	4	8	3	4	1	1			1
Dalhousie	2		3	1		3	6				
Drexel	3	8	8	8	8	2	2				
Emory	3	4	2								
Emporia		5	5	1	3	3	2	3		1	
Florida	9	10	6	5	5	2	2				
Hawaii		5	6	5		1					
Illinois	3	2	4	3	1	1	3	1	1		4
Indiana	1	9	7	6	8	5	8	3	1		
Iowa	3	8	3	1	2	2	1				
Kent State	1	2	4	7	3	3					
Kentucky	3	5	6	1	3	4	1	1			
Long Island	4	16	15	8	3	6					
Louisiana		2	3	6		3	1	1			
Maryland	1	4	7	5	5	7	4		1		
McGill		5	2	1	2	1	2				4
Michigan		1	1	3	2	6	7	1	2		4
Missouri	1	7	5	3	2	1	1	1			
Montreal	3	8	2	2	2	1					5
North Carolina	4	7	2	4	2	4	2	1		1	1
NC Central	7	7	2	2	2	1					
NC-Greensboro		5	3	6	2			1			
Northern Illinois	1	5	5	2	2	2					
North Texas State	2	6	6	4	1	4	2				
Oklahoma	1	3	2	4	4	3	1	1			
Peabody			3	5		1					
Pittsburgh	14	20	8	8	11	9	4	4	1	1	3
Pratt	2	5	8	2		1					
Queens		2	2	7	3	3	1	1			
Rosary	4	7	5	3	2		2	1			
Rutgers		7	8	5	7	8	4		1	1	3

TABLE II-2-a: ALA Schools - Number of Classes or Sections of Classes by Number of Students Enrolled, Fall Term 1987 (cont'd.)

	NUMBER OF STUDENTS										
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
St. John's	2	8	5	1	1	1					
San Jose	1	3	11	2	2	6	2				
Simmons		7	10	6	8	8	1				
South Carolina	5	2	6	6	1	2	1	1	1		3
South Florida		1		2	7	3	4	1			
Southern Connecticut	1	4	4	3	6	6	1				
Southern Mississippi	2	9	6	2	1						
Syracuse	4	7	8	5	6	2	1	1			
Tennessee	4	3	4	4	4	1	1	1			
Texas	1	8	5	8		2	1	1	1		2
Texas Woman's	1	5	4	3	6	5					
Toronto		5	5	6	1	3	6	1			2
Washington		3		2	2	1	3				3
Western Ontario	1	2	2	9	4		4	6	1	1	
Misc.-Madison	2	3	3	3	6	2	3	2	1		
Misc.-Milwaukee	3	5	8	6	5	2		1			

TABLE II-2-b: Non-ALA Schools - Number of Classes or Sections of Classes by Number of Students Enrolled, Fall Term 1987

	NUMBER OF STUDENTS										
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	over 50
Bridgewater			1	19	2	1	3			48	
Chicago State	1	4	5								
East Carolina	3	5	4	1			1				
Kutztown	1	4	1	1		1		1			
Puerto Rico	1	3	6	4	1						
Rhode Island	3	9	6	1	1						
Sam Houston	1	4		6	1	2					
Wayne State	6	2	5	1	2	2	4				1

Tables II-3: Degrees and Certificates Awarded by Sex and Ethnic Origin

The schools were requested to give the number of degrees and certificates awarded in 1986-87, including those in summer session, by sex and ethnic origin, to United States and Canadian citizens, permanent residents or landed immigrants, and foreign students. The five categories for defining ethnic origin were those of the U.S. Department of Labor: American Indian or Alaskan Native (AI), Asian or Pacific Islander (AP), Black (B), Hispanic (H), and White (W). Foreign (F) students were defined as all students who are not citizens, permanent residents, or landed immigrants. Canadian schools were not asked to supply data on ethnic background.

Fifty-nine ALA Schools provided information for Table II-3. Simmons reported degrees and certificates awarded in January, May, and October 1987. Table II-3-a is a summary for ALA Schools.

Seven responding Non-ALA Schools provided data for one or more sections of Table II-3. Table II-3-b is a summary for Non-ALA Schools.

The range in number of master's degrees awarded for 1986-87 is from 24 (Emporia and Queens) to 162 (Western Ontario). Schools reporting 100 or more degrees awarded were Illinois, Indiana, Kent State, Maryland, Michigan, Pittsburgh, Rutgers, Simmons, South Florida, and Western Ontario.

TABLE II-3-a: Summary - ALA Schools - Degrees and Certificates Awarded, 1986-87, by Sex and Ethnic Origin

	N Sch Rptg	MALE								FEMALE								TOTAL*
		AI	AP	B	H	W	NA	F	Total*	AI	AP	B	H	W	NA	F	Total*	
BACHELOR'S	7	0	0	3	0	45	0	0	77	0	0	7	0	59	0	1	158	235
MASTER'S	59	1	18	28	12	665	5	46	923	10	53	96	38	2355	14	91	3135	4058
POST-MASTER'S	21	0	0	0	0	7	0	2	9	0	3	3	2	46	0	2	59	68
DOCTORAL	18	0	0	1	1	16	0	2	24	1	0	3	0	33	0	3	41	65

* Includes students not identified by ethnic origin.

TABLE II-3-b: Summary - Non-ALA Schools - Degrees and Certificates Awarded, 1986-87, by Sex and Ethnic Origin

	N Sch Rptg	MALE								FEMALE								TOTAL*
		AI	AP	B	H	W	NA	F	Total*	AI	AP	B	H	W	NA	F	Total*	
BACHELOR'S	1	0	0	0	0	1	0	0	1	0	0	0	0	9	0	0	9	10
MASTER'S	7	0	0	1	3	19	0	0	23	0	1	8	32	164	0	2	207	230
POST-MASTER'S	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
DOCTORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Includes students not identified by ethnic origin.

TABLE II-3-c-(1): ALA Schools - Bachelor's Level - Degrees and Certificates Awarded, 1986-87, by Sex and Ethnic Origin

	BACHELOR'S														
	Male								Female							TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Drexel								7								6	13
Montreal								22								85	107
North Texas State													1			1	1
Pittsburgh			3		44			47			5		43			48	95
Southern Connecticut													6			6	6
Southern Mississippi					1			1			1		4		1	6	7
Texas Woman's											1		5			6	6

TABLE II-3-c-(2): ALA Schools - Master's Level - Degrees and Certificates Awarded, 1986-87, by Sex and Ethnic Origin

	MASTER'S															
	Male								Female							TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Alabama					7			7			1	1	29			31	38
Albany					19		1	20		1			67		1	69	89
Alberta								5								29	34
Arizona				1	14			15				3	46		2	51	66
Atlanta		1	8					9			20		3			23	32
Brigham Young		1			17		1	19		1			40		1	42	61
British Columbia								7								36	43
Buffalo					11		2	13			2	1	50		4	57	70
Calif.-Berkeley		2			28			30		4		1	62			67	97
Calif.-L. A.		1			10			11	1	4		3	35		5	48	59
Catholic					9			9			2	1	55			58	67
Chicago		1			14			15				1	28			29	44
Columbia					25		2	27		3	2	1	52		2	60	87
Dalhousie								3								24	27
Drexel								19								67	86
Emory					3			3					28			28	31
Emporia					5		2	7					16		1	17	24
Florida				1	8			9		1	4	1	41		1	48	57
Hawaii			1		9		3	13	5	11	1		23		4	44	57
Illinois				1	25		6	32			2		63		8	73	105
Indiana					41		4	45				1	107		9	117	162
Iowa					14			14					33		1	34	48
Kent State					17			17		1		1	84		3	89	106
Kentucky					16			16			3		30		1	34	50
Long Island		1	2		6			9		1	4		73			78	87
Louisiana					14			14			1	1	34		1	37	51
Maryland		4	1		22		2	29		2	7	2	82		6	99	128
McGill								15								51	66
Michigan		1	1		19		1	22		3		1	72		2	78	100
Missouri					10			10			1		37		1	39	49
Montreal								25								46	71
North Carolina					12		1	13					40		1	41	54
NC Central			1		3			4			8		14			22	26
NC-Greensboro					8			8	2		3		35			40	48
Northern Illinois					4			4		2			26			28	32
North Texas State			1		20			21				2	61		2	65	86
Oklahoma								9								40	49
Peabody					4			4			1		22			23	27
Pittsburgh		5	5		49			59		1	9	1	82			93	152
Pratt		1	3	2	9		1	16		3	5	2	21		1	32	48

TABLE II-3-c-(2): ALA Schools - Master's Level - Degrees and Certificates Awarded, 1986-87, by Sex and Ethnic Origin (cont'd.)

	MASTER'S															
	Male								Female							TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Queens					5			5		2	1		16			19	24
Rosary			1		6			7					59		2	61	68
Rutgers			1		14		3	18			3	1	88		1	93	111
St. John's				1	9		1	11		3	3	1	19			26	37
San Jose					12	4		16		2		1	50	6	2	61	77
Simmons			1		22		3	26			1	2	116		7	126	152
South Carolina					12			12			3		60			63	75
South Florida					10	1	1	12		1	1	6	86	8		102	114
Southern Connecticut			1		7			8		2	1		50			53	61
Southern Mississippi					12		1	13					28		2	30	43
Syracuse			1		10		8	19					37		7	44	63
Tennessee					13			13		3	2		21			26	39
Texas				6	17			23	1			1	56		6	64	87
Texas Woman's					4			4		1	2	2	35			40	44
Toronto								20								68	88
Washington					17		1	18	1				54		2	57	75
Western Ontario								45								117	162
Wisc.-Madison					19		1	20					47		3	50	70
Wisc.-Milwaukee	1				4		1	6		1	3		42		2	48	54

Figures for Pittsburgh combine 65 master's degrees in library science and 87 in information science. The Sycracuse figures include 46 M.L.S. and 17 I.R.M. degrees

TABLE II-3-c-(3): ALA Schools - Post-Master's Level - Degrees and Certificates Awarded, 1986-87, by Sex and Ethnic Origin

	POST-MASTER'S																
	Male								Female								TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Alabama					1			1									1
Atlanta											1					1	1
Buffalo													1			1	1
Calif.-Berkeley													5			5	5
Calif.-L. A.															1	1	1
Catholic													1			1	1
Columbia					4			4		2	1		13		1	17	21
Drexel																3	3
Emory													3			3	3
Florida													2			2	2
Indiana													1			1	1
Kent State							1	1					1			1	2
Louisiana					2			2					1			1	3
NC-Greensboro													3			3	3
North Texas State							1	1					1			1	2
Pittsburgh													5			5	5
Pratt												1				1	1
Rutgers													1			1	1
South Carolina											1		2			3	3
Southern Connecticut												1	2			3	3
Wisc.-Madison										1			4			5	5

TABLE II-3-c-(4): ALA Schools - Doctoral Level - Degrees and Certificates Awarded, 1986-87, by Sex and Ethnic Origin

	DOCTORAL															
	Male								Female							TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Calif.-Berkeley					1			1					2			2	3
Calif.-L. A.							1	1					1			1	2
Chicago													1			1	1
Columbia													3			3	3
Drexel								2									2
Florida							1	1			2		5			7	8
Illinois					2			2	1				3			4	6
Indiana					1			1					2		1	3	4
Michigan													1			1	1
North Carolina					1			1			1		3			4	5
North Texas State					1			1									1
Pittsburgh			1		4			5					6			6	11
Rutgers					6			6					2			2	8
Simmons															1	1	1
Texas				1				1							1	1	2
Texas Woman's													3			3	3
Western Ontario								2								1	3
Wisc.-Madison													1			1	1

TABLE II-3-c-(5): ALA Schools - Total All Levels - Degrees and Certificates Awarded, 1986-87, by Sex and Ethnic Origin

	TOTAL															
	Male								Female							TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Alabama					8			8			1	1	29			31	39
Albany					19		1	20		1			67		1	69	89
Alberta								5								29	34
Arizona				1	14			15				3	46		2	51	66
Atlanta		1	8					9			21		3			24	33
Brigham Young		1			17		1	19		1			40		1	42	61
British Columbia								7								36	43
Buffalo					11		2	13			2	1	51		4	58	71
Calif.-Berkeley		2			29			31		4		1	69			74	105
Calif.-L. A.		1			10		1	12	1	4		3	36		6	50	62
Catholic					9			9			2	1	56			59	68
Chicago		1			14			15				1	29			30	45
Columbia					29		2	31		5	3	1	68		3	80	111
Dalhousie								3								24	27
Drexel								28								76	104
Emory					3			3					31			31	34
Emporia					5		2	7					16		1	17	24
Florida				1	8		1	10		1	6	1	48		1	57	67
Hawaii			1		9		3	13	5	11	1		23		4	44	57
Illinois				1	27		6	34	1		2		66		8	77	111
Indiana					42		4	46				1	110		10	121	167
Iowa					14			14					33		1	34	48
Kent State					17		1	18		1		1	85		3	90	108
Kentucky					16			16			3		30		1	34	50
Long Island		1	2		6			9		1	4		73			78	87
Louisiana					16			16			1	1	35		1	38	54
Maryland		4	1		22		2	29		2	7	2	82		6	99	128
McGill								15								51	66
Michigan		1	1		19		1	22		3		1	73		2	79	101
Missouri					10			10			1		37		1	39	49
Montreal								47								131	178
North Carolina					13		1	14			1		43		1	45	59
NC Central			1		3			4			8		14			22	26
NC-Greensboro					8			8	2		3		38			43	51
Northern Illinois					4			4		2			26			28	32
North Texas State			1		21		1	23				2	63		2	67	90
Oklahoma								9								40	49
Peabody					4			4			1		22			23	27
Pittsburgh		5	9		97			111		1	14	1	136			152	263
Pratt		1	3	2	9		1	16		3	5	3	21		1	33	49

TABLE II-3-c-(5): ALA Schools - Total All Levels - Degrees and Certificates Awarded, 1986-87, by Sex and Ethnic Origin (cont'd.)

	TOTAL															
	Male								Female							TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Queens					5			5		2	1		16			19	24
Rosary			1		6			7					59		2	61	68
Rutgers			1		20		3	24			3	1	91		1	96	120
St. John's				1	9		1	11		3	3	1	19			26	37
San Jose					12	4		16		2		1	50	6	2	61	77
Simmons			1		22		3	26			1	2	116		8	127	153
South Caroline					12			12			4		62			66	78
South Florida					10	1	1	12		1	1	6	86	8		102	114
Southern Connecticut			1		7			8		2	1	1	58			62	70
Southern Mississippi					13		1	14			1		32		3	36	50
Syracuse			1		10		8	19					37		7	44	63
Tennessee					13			13		3	2		21			26	39
Texas				7	17			24	1			1	56		7	65	89
Texas Woman's					4			4		1	3	2	43			49	53
Toronto								20								68	88
Washington					17		1	18	1				54		2	57	75
Western Ontario								47								118	165
Wisc.-Madison					19		1	20		1			52		3	56	76
Wisc.-Milwaukee	1				4		1	6		1	3		42		2	48	54

TABLE II-3-d-(1): Non-ALA Schools - Bachelor's Level - Degrees and Certificates Awarded, 1986-87, by Sex and Ethnic Origin

	BACHELOR'S														
	Male								Female							TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Kutztown					1			1					9			9	10

TABLE II-3-d-(2): Non-ALA Schools - Master's Level - Degrees and Certificates Awarded, 1986-87, by Sex and Ethnic Origin

	MASTER'S															
	Male								Female							TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Chicago State			1					1			1		1			2	3
East Carolina					1			1			2		26			28	29
Kutztown					1			1		1			14			15	16
Puerto Rico				3				3				28				28	31
Rhode Island					11			11					73			73	84
Sam Houston												4	19			23	23
Wayne State					6			6			5		31		2	38	44

TABLE II-3-d-(3): Non ALA Schools - Post-Master's Level - Degrees and Certificates Awarded, 1986-87, by Sex and Ethnic Origin

	POST-MASTER'S															
	Male								Female							TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Wayne State															1	1	1

TABLE II-3-d-(4): Non ALA Schools - Doctoral Level - Degrees and Certificates Awarded, 1986-87, by Sex and Ethnic Origin

No doctoral degrees or certificates reported

TABLE II-3-d-(5): Non ALA Schools - Total All Levels - Degrees and Certificates Awarded, 1986-87, by Sex and Ethnic Origin

	TOTAL															
	Male								Female							TOTAL
	AI	AP	B	H	W	NA	F	Total	AI	AP	B	H	W	NA	F	Total	
Chicago State			1					1			1		1			2	3
East Carolina					1			1			2		26			28	29
Kutztown					2			2		1			23			24	26
Puerto Rico				3				3				28				28	31
Rhode Island					11			11					73			73	84
Sam Houston												4	19			23	23
Wayne State					6			6			5		31		3	39	45

Table II-4: Enrollment, Fall Term 1987, by Sex and Ethnic Origin

Tables II-4-a, II-4-b, II-4-c, and II-4-d provide a profile of students by sex and ethnic origin (citizens and permanent residents only). The definitions of the degrees for which the students were working were based on the definitions used in the COA Annual Report for Continuing Review (see Table II-1, above). The definitions of the categories used in the breakdown by ethnic origin are those developed by the U.S. Department of Labor (see Table II-3, above). Canadian schools were not asked to supply the ethnic breakdown.

Of 59 responding ALA Schools, 52 supplied information. Table II-4-c reflects responses by these schools. Table II-4-d displays information from the responding Non-ALA Schools.

TABLE II-4-a: Summary - ALA Schools - Enrollment, Fall Term 1987, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	N Sch Rptg	MALE							FEMALE						
		AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
MASTER'S	52	3	20	45	21	1457	5	1762	13	87	239	62	5339	19	6472
POST-MASTER'S	27	0	0	2	3	30	0	35	0	1	6	3	119	2	132
DOCTORAL	20	0	11	6	1	114	0	135	1	8	24	4	206	0	259

TABLE II-4-b: Summary - Non-ALA Schools - Enrollment, Fall Term 1987, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	N Sch Rptg	MALE							FEMALE						
		AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
MASTER'S	7	0	1	4	21	59	0	85	0	1	32	136	400	0	569
POST-MASTER'S	2	0	0	1	0	3	0	4	0	0	0	0	4	0	4
DOCTORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE II-4-c-(1): ALA Schools - Master's Students - Enrollment, Fall Term 1987, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Alabama					10		10			2		58		60
Albany					44		44	1	3	1		155		160
Alberta							20							59
Arizona				1	35		36	1	3		2	140		146
Atlanta		1	3		5		9		2	31		11		44
Brigham Young		1		1	38		40		3		1	54		58
British Columbia							21							68
Buffalo			1		36		37		2	2		160		164
Calif.-Berkeley		4		1	38		43		6	3	4	89		102
Chicago					14		14	1	1			13		15
Columbia			2		37		39		2	6	2	103		113
Dalhousie							6							64
Emory					3		3					23		23
Emporia					14		14					88		88
Florida				1	29		30		5	3	5	101		114
Hawaii	1	2			10		13	2	15	1	1	17		36
Illinois		2	1		23		26		2	1	1	110		114
Indiana				2	76		78		2	4	3	268		277
Iowa					25		25					56		56
Kent State				1	50		51		2	8		223		233
Kentucky			1		55		56			2		127		129
Long Island					61		61			9	1	349		359
Louisiana			1		24		25		1	3	1	72		77
Maryland		1	5	1	46		53		8	13	3	224		248
McGill							20							112
Michigan		1	2		41	4	48	2	3	11	2	188	6	212
Missouri			3		23		26			3	2	76	5	86
Montreal							45							96
North Carolina					33		33			3		94		97
NC Central		2	3		7		12	2	6	28		57		93
NC-Greensboro			1		11		12			7		101		108
Northern Illinois					12		12			1		116		117
North Texas State			1		35		36		1	2	1	93		97
Peabody					3		3			1		23		24
Pittsburgh			5		155		160			8		179		187
Pratt		1	4	2	15		22		3	23		48		74
Queens		1	3	2	37		43		1	5	9	96		111
Rosary	1				18		19		1	3		155		159
Rutgers		1	2	2	41	1	47		7	6	5	162		180
St. John's		1	2	1	19		23		1	4	2	59		66

TABLE II-4-c-(1): ALA Schools - Master's Students - Enrollment, Fall Term 1987, by Sex and Ethnic Origin (Citizens and Permanent Residents Only) (cont'd.)

	MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Simmons		2			73		75		4	5	5	318		332
South Carolina			1		36		37			22		249	2	273
Southern Connecticut					36		36		1	2	1	169	6	179
Southern Mississippi					8		8			5		39		44
Syracuse					28		28					78		78
Texas	1		1	3	58		63			5	3	119		127
Texas Woman's			1		8		9	3		3	6	137		149
Toronto							46							146
Washington					29		29	1	1			114		116
Western Ontario							53							170
Misc.-Madison				2	31		33		1			114		115
Misc.-Milwaukee			2	1	27		30			1	2	114		117

In addition to Clarion University, the ALA Schools that did not supply usable data for Table II-4-c-(1) were California-Los Angeles, Catholic, Drexel, Oklahoma, San Jose, South Florida, and Tennessee.

TABLE II-4-c-(2): ALA Schools - Post-Master's Students - Enrollment, Fall Term 1987, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	POST-MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Alabama					2		2					6		6
Albany					1		1					4		5
Atlanta										1				1
Buffalo										1		1		2
Calif.-Berkeley				1	1		2					5		5
Chicago					2		2							
Columbia				1	6		7			1	2	14		17
Emory												6		6
Florida				1			1			1		4		5
Hawaii									1			3		4
Illinois												3		3
Indiana					1		1					4		4
Kent State					1		1					2		2
Louisiana												2		2
NC-Greensboro					1		1			1		24		25
North Texas State					3		3					8		8
Peabody												1		1
Pittsburgh					2		2					10		10
Pratt			2				2							
Queens											1			1
Rosary					2		2					4		4
St. John's					1		1					1		1
South Carolina												7	1	8
Southern Connecticut					4		4					4	1	5
Syracuse												1		1
Texas					1		1					4		4
Wisc.-Madison					2		2			1		1		2

In addition to Clarion University, the following ALA Schools, shown to have post-master's programs in the list of graduate library education programs accredited by ALA as of October 1987, did not provide data for Table II-4-c-(2): California-Los Angeles, Catholic, Drexel, Emporia, Long Island, Oklahoma, Rutgers, South Florida, Texas Woman's, and Wisconsin-Milwaukee.

TABLE II-4-c-(3): ALA Schools - Doctoral Students - Enrollment, Fall Term 1986, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	DOCTORAL													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Calif.-Berkeley					7		7					7		7
Chicago					3		3					1		1
Columbia					11		11	1			1	22		24
Florida		2	1		4		7			2	2	12		16
Hawaii					4		4		1			2		3
Illinois					6		6			1		8		9
Indiana			1		14		15					17		17
Maryland					4		4					9		9
Michigan		1			5		6			2		4		6
North Carolina					10		10			1		6		7
North Texas State					2		2			2		11		13
Pittsburgh			2		9		11			6		16		22
Rutgers		8	1		23		32		4	4		28		36
Simmons			1		2		3			1		9		10
Syracuse					4		4					10		10
Texas					1		1			1		7		8
Texas Woman's				1	3		4		1	4	1	26		32
Toronto														9
Western Ontario							3							7
Wisc.-Madison					2		2		2			11		13

The following ALA Schools, shown to have doctoral programs in the list of graduate library education programs accredited by ALA as of October, 1987, did not provide data for Table II-4-c-(3): Buffalo, California-Los Angeles, Drexel, and Wisconsin-Milwaukee.

TABLE II-4-d-(1): Non-ALA Schools - Master's Students - Enrollment, Fall Term 1987, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Chicago State			2		1		3		1	15		11		27
East Caroline		1	1		7		9			2		45		47
Kutztown					4		4					49		49
Puerto Rico				19			19				100			100
Rhode Island					10		10					71		71
Sam Houston				2	7		9			3	36	118		157
Wayne State			1		30		31			12		106		118

TABLE II-4-d-(2): Non-ALA Schools - Post-Master's Students - Enrollment, Fall Term 1987, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

	POST-MASTER'S													
	Male							Female						
	AI	AP	B	H	W	N/A	Total	AI	AP	B	H	W	N/A	Total
Sam Houston					1		1					1		1
Wayne State			1		2		3					3		3

TABLE II-4-d-(3): Non-ALA Schools - Doctoral Students - Enrollment, Fall Term 1987, by Sex and Ethnic Origin (Citizens and Permanent Residents Only)

No doctoral students reported

Table II-5: Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1987, Including Foreign Students

In giving their in-state/province and out-of-state/province enrollment, 49 of the 59 responding ALA Schools reported a total in-state/province enrollment of 6,841 and a total out-of-state/province enrollment of 1,748 for a total of 8,589 students. Following is a summary by level of program.

	No. of Schools Reporting	In-State/ Province	Out-of-State/ Province
MASTER'S	49	6514	1515
POST-MASTER'S	23	124	37
DOCTORAL	17	203	196

Six Non-ALA Schools reported 480 in-state and 29 out-of-state students, for a total of 509. Following is a summary by level of program.

	No. of Schools Reporting	In-State/ Province	Out-of-State/ Province
MASTER'S	5	480	29
POST-MASTER'S	0	0	0
DOCTORAL	0	0	0

The breakdown by school is shown in Tables II-5-a and II-5-b, which follow. Responding schools that did not provide data for Table II-5, or the data were omitted because of apparent inconsistencies, were California-Los Angeles, Catholic, Drexel, Emory, Oklahoma, Pittsburgh, San Jose, South Florida, Syracuse, and Western Ontario.

TABLE II-5-a: ALA Schools- Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1987, Including Foreign Students

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province
Alabama	63	12	7	2			70	14
Albany	172	42	4	1			176	43
Alberta	69	13					69	13
Arizona	163	27					163	27
Atlanta	36	20	1				37	20
Brigham Young	49	49					49	49
British Columbia	78	12					78	12
Buffalo	161	68	2				163	68
Calif.-Berkeley	135	18	5	3	15	3	155	24
Chicago	19	12	2		3	1	24	13
Columbia	124	39	12	13	20	16	156	68
Dalhousie	43	28					43	28
Emporia	94	15					94	15
Florida	144	3	6		12	11	162	14
Hawaii	34	29	4	1	6	10	44	40
Illinois	116	39	3	5	11	11	130	55
Indiana	287	96	4	2	16	24	307	122
Iowa	62	21					62	21
Kent State	278	11	3	1			281	12
Kentucky	114	74					114	74
Long Island	422	14					422	14
Louisiana	82	27	2				84	27
Maryland	211	108			9	10	220	118
McGill	93	43					93	43
Michigan	201	71			10	7	211	78
Missouri	90	26					90	26
Montreal	141	3					141	3
North Carolina	85	49			13	4	98	53
NC Central	100	5					100	5
NC-Greensboro	117	3	26				143	3
Northern Illinois	123	8					123	8
North Texas State	125	23	11	1	15	4	151	28
Peabody	24	4	1				25	4
Pratt	81	19	2	1			83	20
Queens	152	12	1				153	12

TABLE II-5-a: ALA Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1987, Including Foreign Students (cont'd.)

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province
Rosary	175	10	6				181	10
Rutgers	196	49			21	47	217	96
St. John's	106	2					106	2
Simmons	319	107			6	9	325	116
South Carolina	255	63	7	2			262	65
Southern Connecticut	205	13	9	1			214	14
Southern Mississippi	33	23					33	23
Tennessee	66	46					66	46
Texas	177	27	3	3	5	9	185	39
Texas Woman's	147	13			23	19	170	32
Toronto	177	16			9	2	186	18
Washington	121	29					121	29
Wisc.-Madison	108	57	3	1	9	9	120	67
Wisc.-Milwaukee	141	17					141	17

TABLE II-5-b: Non-ALA Schools - Number of In-State/Province and Number of Out-of-State/Province Students Enrolled, Fall Term 1987, Including Foreign Students

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL	
	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province	In State/ Province	Out State/ Province
Chicago State	30						30	
East Carolina	57						57	
Kutztown	53						53	
Puerto Rico	119	1					119	1
Rhode Island	55	27					55	27
Sam Houston	166	1					166	1

Table II-6: Foreign Students Enrolled, Fall Term 1987

Fifty-six ALA Schools reported a total of 629 foreign students enrolled at one or more levels, distributed by program as shown in Table II-6-a.

Five Non-ALA Schools reported a total of 13 foreign students distributed by program as shown in Table II-6-b.

The listing by schools is shown in Tables II-6-c (ALA Schools) and II-6-d (Non-ALA Schools). Of the ALA Schools, 35 had 1-10 foreign students, 11 had 11-20, and 9 had more than 20. The 9 schools reporting more than 20 foreign students were Buffalo, Hawaii, Illinois, Indiana, Maryland, Pittsburgh, Rutgers, Simmons, and Syracuse. Responding ALA Schools that did not provide data for Table II-6, or the data were omitted because of apparent inconsistencies, were: California-Los Angeles, North Carolina-Greensboro, and South Florida.

TABLE II-6-a: Summary - ALA Schools- Foreign Students Enrolled, Fall Term 1987, by Program Level and Sex

	No. of Schools Reporting	Male	Female	Total
MASTER'S	56	137	367	504
POST-MASTER'S	13	6	13	19
DOCTORAL	19	58	53	111
TOTAL		201	433	634

TABLE II-6-b: Summary - Non-ALA Schools - Foreign Students Enrolled, Fall Term 1987, by Program Level and Sex

	No. of Schools Reporting	Male	Female	Total
MASTER'S	5	3	10	13
POST-MASTER'S	0	0	0	0
DOCTORAL	0	0	0	0
TOTAL		3	10	13

TABLE II-6-c: ALA Schools - Number of Foreign Students Enrolled, Fall Term 1987, by Program Level and Sex

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Alabama	1	4		1			1	5	6
Albany	4	6					4	6	10
Alberta	1	2					1	2	3
Arizona	2	6					2	6	8
Atlanta	1	2					1	2	3
Brigham Young	2	9					2	9	11
British Columbia		1						1	1
Buffalo	4	24					4	24	28
Calif.-Berkeley	1	7	1		1	3	3	10	13
Catholic	6	7					6	7	13
Chicago	1	1					1	1	2
Columbia	3	8	1			1	4	9	13
Dalhousie		1						1	1
Drexel	2	4			2	4	4	8	12
Emory		1						1	1
Emporia	3	4					3	4	7
Florida		3			3	1	3	4	7
Hawaii	5	9		1	8	1	13	11	24
Illinois	1	14		5	3	4	4	23	27
Indiana	12	16		1	6	5	18	22	40
Iowa		2						2	2
Kent State	1	4		1			1	5	6
Kentucky		3						3	3
Long Island	7	9					7	9	16
Louisiana	5	2					5	2	7
Maryland	1	17			2	4	3	21	24
McGill	1	3					1	3	4
Michigan	3	9			3	2	6	11	17
Missouri	1	3					1	3	4
Montreal	2	1					2	1	3
North Carolina	1	3					1	3	4
NC Central	2	6					2	6	8
Northern Illinois		4						4	4
North Texas State		15		1	3	1	3	17	20
Oklahoma		5						5	5
Peabody		1						1	1
Pittsburgh	13	27	2	1	10	4	25	32	57
Pratt	2	2	1				3	2	5
Queens	2	8					2	8	10
Rosary	3	4					3	4	7

TABLE II-6-c: ALA Schools - Number of Foreign Students Enrolled, Fall Term 1987, by Program Level and Sex (cont'd.)

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Rutgers	1	17			1	6	2	23	25
St. John's	1	4					1	4	5
San Jose		5						5	5
Simmons	7	12				2	7	14	21
South Carolina	2	6	1				3	6	9
Southern Connecticut		3		1				4	4
Southern Mississippi	1	3					1	3	4
Syracuse	15	18			7	4	22	22	44
Tennessee	1	2					1	2	3
Texas	1	12		1		6	1	19	20
Texas Woman's		2			3	3	3	5	8
Toronto	1					2	1	2	3
Washington	1	4					1	4	5
Western Ontario	2	5			3		5	5	10
Misc.-Madison	2	15			3		5	15	20
Misc.-Milwaukee	9	2					9	2	11

TABLE II-6-d: Non-ALA Schools - Number of Foreign Students Enrolled, Fall Term 1987, by Program Level and Sex

	MASTER'S		POST-MASTER'S		DOCTORAL		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
East Carolina	1						1		1
Puerto Rico		1						1	1
Rhode Island		1						1	1
Sam Houston		1						1	1
Wayne State	2	7					2	7	9

Table II-7: Foreign Students Enrolled, Fall 1987, by Countries of Origin and Program Level

Fifty-six ALA Schools furnished the number of foreign students enrolled in Fall Term 1987 by country of origin (according to visas) and program level (Master's, Post-Master's, Doctoral). Five Non-ALA Schools provided information; others responding apparently had no foreign students.

Table II-7 lists the countries from which the students came and the number of students reported for each country. In ALA Schools, the largest number came from Taiwan (143), China (103), and Korea (62). Of the Non-ALA Schools, East Carolina reported 2 students; Puerto Rico, Rhode Island, and Sam Houston each reported one student; and Wayne State reported 9 students.

TABLE II-7: Number of Foreign Students Enrolled in ALA and Non-ALA Schools, Fall Term 1987, by Countries of Origin (According to Visas) and Program Level

	MASTER'S			POST-MASTER'S			DOCTORAL			TOTAL
	ALA		Non-ALA	ALA		Non-ALA	ALA		Non-ALA	
	U.S.	Can.		U.S.	Can.		U.S.	Can.		
Afghanistan	1		1							2
Algeria							1			1
Argentina	1									1
Australia	2									2
Bahrain	1									1
Bangladesh	3									3
Barbados	1									1
Botswana	1									1
Brazil	5						4			9
Burma	1									1
Burundi	1									1
Cameroon		1					2			3
Canada	9		5	2			1			17
Chile	2									2
China	76	3	2	3			19			103
Colombia	2									2
Congo Republic	1									1
Costa Rica	1						1			2
Czechoslovakia	1									1
Denmark	1									1
Dominican Republic			1							1
Egypt	4									4
England	1						4			5
Ethiopia	2						1			3
Fiji	1									1
Finland	2									2
France	1									1
Germany	2						1			3
Ghana	1									1
Greece	2									2
Grenada	1									1
Guatemala	1									1
Guyana		1								1
Hong Kong	23			2						25
Hungary				1						1
India	20		2	1			4			27
Indonesia	7						3			10
Iran	8						3			11
Ireland	3						1			4
Israel	1									1

TABLE II-7: Number of Foreign Students Enrolled in ALA and Non-ALA Schools, Fall Term 1987, by Countries of Origin (According to Visas) and Program Level (cont'd.)

	MASTER'S			POST-MASTER'S			DOCTORAL			TOTAL
	ALA		Non-ALA	ALA		Non-ALA	ALA		Non-ALA	
	U.S.	Can.		U.S.	Can.		U.S.	Can.		
Italy	1	1								2
Jamaica	1									1
Japan	11			1			1			13
Jordan	1						2			3
Kenya							1			1
Korea	45			3			14			62
Kuwait	4			1			1			6
Lebanon	1						2			3
Libya	1									1
Malaysia	15						2			17
Malta	1									1
Mexico	2									2
Montserrat	1									1
Morocco	3						1			4
Namibia	1									1
Netherlands	2			1						3
New Guinea	1									1
New Zealand	2									2
Nicaragua	1									1
Nigeria	1			1			5			7
Oman	1									1
Pakistan	5									5
Peru	1									1
Philippines	6			1			2			9
Poland	2									2
Romania	2									2
Saudi Arabia	13						14			27
Senegal		2								2
Singapore	3									3
South Africa	6									6
Spain	2						1			3
Sri Lanka	1		1							2
Sweden							1			1
Syria	1									1
Taiwan	131		2				10			143
Tanzania	1						1			2
Thailand	7						3			10
Tonga	1									1
Trinidad	4						2			6
Tunisia	1						1			2

TABLE II-7: Number of Foreign Students Enrolled in ALA and Non-ALA Schools, Fall Term 1987, by Countries of Origin (According to Visas) and Program Level (Cont'd.)

	MASTER'S			POST-MASTER'S			DOCTORAL			TOTAL
	ALA		Non-ALA	ALA		Non-ALA	ALA		Non-ALA	
	U.S.	Can.		U.S.	Can.		U.S.	Can.		
Turkey	1									1
United Arab Emirates	1									1
United States		1								1
West Indies	1									1
Yemen	1									1
Yugoslavia	1						2			3
Zambia							2			2
Zimbabwe	3									3

Table II-8: Students Enrolled by Age and Sex

Forty-nine ALA Schools supplied usable data for Table II-8-a, which summarizes responses to the request for information on number of students by age (as of January 1, 1988) and sex, who were enrolled in the preceding fall term. Responding ALA Schools unable to provide these data were Buffalo, California-Berkeley, Drexel, Missouri, Northern Illinois, Pittsburgh, Pratt, South Florida, Toronto, and Western Ontario. Five Non-ALA Schools provided usable data for Table II-8-b.

TABLE II-8-a: Summary - ALA Schools - Students Enrolled in Fall Term 1987 by Age (as of January 1, 1988) and Sex

MALE	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	NA	TOTAL
Master's	132	426	395	288	181	64	38	27	60	1611
Post-Master's	0	4	8	10	5	6	1	0	1	35
Doctoral	1	18	35	42	25	9	14	6	0	150

FEMALE	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	NA	TOTAL
Master's	618	1329	1173	1149	1012	480	257	111	245	6374
Post-Master's	1	13	20	31	28	13	8	4	15	133
Doctoral	1	13	42	70	71	34	11	6	3	251

TABLE II-8-b: Summary - Non-ALA Schools - Students Enrolled in Fall Term 1987 by Age (as of January 1, 1988) and Sex

MALE	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	NA	TOTAL
Master's	7	13	16	18	9	12	2	1	2	80
Post-Master's	0	1	0	0	1	0	0	0	1	3
Doctoral	0	0	0	0	0	0	0	0	0	0

FEMALE	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	NA	TOTAL
Master's	23	73	73	88	74	33	11	8	7	390
Post-Master's	0	0	0	1	1	1	0	0	0	3
Doctoral	0	0	0	0	0	0	0	0	0	0

Table II-9: Students by Sex and Highest Previous Degree Held

Information not requested for the 1988 survey

Table II-10: Students by Undergraduate Major, Sex, and Program Level

Information not requested for the 1988 survey

Table II-11: Scholarship Aid Awarded

The schools were asked to report the amount of scholarship aid awarded, accepted, and used by all graduate library/information science students by amount, sex, and level of program of recipient (Tables II-11-a and II-11-b). Figures used were based on awards accepted and used for the most recently completed fiscal year. Included was such scholarship/fellowship aid as awards administered directly through the school (including federal funds such as Title II-B), awards granted from other parent-institution funds, awards made through the school but from non-federal sources (such as H.W. Wilson awards), and tuition waivers (e.g., common market, in-state, out-of-state). Awards made directly to students from outside sources or through loans and work/study, or for which students must work, were excluded.

Of the 59 ALA Schools returning questionnaires in 1988, 3 supplied no usable data for Table II-11. For the remaining 56 schools, the range in reported funds was from $250 to $306,917.

Pittsburgh figures include 6 awards to library science students amounting to $40,590 and 12 awards to information science students amounting to $9,515. Syracuse figures include 13 IRM awards amounting to $35,692 and 20 awards to library science students totalling $63,290. Texas stated that certain scholarship awards to non-resident students entitle them to in-state tuition rates, and the value of these tuition cuts is not included in figures reported.

Five Non-ALA Schools reported scholarship aid ranging from $600 to $8,253.

TABLE II-11-a-(1): ALA Schools - Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1986-87, by Amount and Sex

	MASTER'S					
	N of Males	Amount Awarded	N of Females	Amount Awarded	Total N Awards	Total Amount Awarded
Alabama	2	3,850.00	6	42,937.00	8	46,787.00
Albany			3	27,220.00	3	27,220.00
Alberta	1	7,200.00	4	1,850.00	5	9,050.00
Arizona	3	2,912.00	10	21,939.00	13	24,851.00
Atlanta	9	19,140.00	28	43,034.00	37	62,174.00
Brigham Young	36	11,550.00	39	10,350.00	75	21,900.00
Buffalo			1	9,000.00	1	9,000.00
Calif.-Berkeley	5	15,906.50	19	61,997.75	24	77,904.25
Calif.-L. A.	4	11,086.00	11	38,024.00	15	49,110.00
Chicago	19	70,661.00	23	92,248.00	42	162,909.00
Columbia	6	63,122.00	21	222,295.00	27	285,417.00
Dalhousie	2	3,300.00	20	38,850.00	22	42,150.00
Drexel	5	6,058.00	1	5,602.00	6	11,660.00
Emory	8	31,866.00	52	230,304.00	60	262,170.00
Emporia	2	1,100.00	8	3,950.00	10	5,050.00
Florida	3	1,968.00	7	20,729.00	10	22,697.00
Hawaii	11	105,589.00	39	135,331.00	50	240,920.00
Illinois	1	6,000.00	4	10,448.86	5	16,448.86
Indiana	44	40,949.06	163	125,358.69	207	166,307.75
Iowa	7	4,049.00	17	23,891.00	24	27,940.00
Kent State			1	8,000.00	1	8,000.00
Kentucky	6	9,844.00	7	12,991.00	13	22,835.00
Long Island			2	6,000.00	2	6,000.00
Louisiana	7	18,750.00	12	31,700.00	19	50,450.00
Maryland	2	2,840.00	28	39,807.00	30	42,647.00
McGill	3	4,900.00	3	3,600.00	6	8,500.00
Michigan	20	68,628.00	68	238,289.00	88	306,917.00
Missouri	3	7,476.00	2	6,177.00	5	13,653.00
North Carolina	9	21,660.00	27	43,330.00	36	64,990.00
NC Central	5	5,409.00	15	18,472.50	20	23,881.50
NC-Greensboro			2	1,500.00	2	1,500.00
Northern Illinois			1	500.00	1	500.00
North Texas State			1	3,648.00	1	3,648.00
Oklahoma	3	424.00	16	3,584.00	19	4,008.00
Peabody	6	36,200.00	18	75,136.00	24	111,336.00
Pittsburgh	5	4,060.00	9	25,255.00	14	29,315.00
Pratt			1	7,920.00	1	7,920.00
Queens	1	8,000.00	2	16,000.00	3	24,000.00
Rosary	8	10,706.00	19	30,120.00	27	40,826.00
Rutgers	2	8,000.00	3	5,000.00	5	13,000.00
St. John's	2	9,408.00	1	4,704.00	3	14,112.00
San Jose			4	12,000.00	4	12,000.00

TABLE II-11-a-(1): ALA Schools - Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1986-87, by Amount and Sex (cont'd.)

	MASTER'S					
	N of Males	Amount Awarded	N of Females	Amount Awarded	Total N Awards	Total Amount Awarded
Simmons	9	16,350.00	37	63,100.00	46	79,450.00
South Carolina	1	400.00	2	6,015.00	3	6,415.00
South Florida	2	450.00	10	3,270.00	12	3,720.00
Southern Connecticut	1	250.00			1	250.00
Southern Mississippi			1	5,000.00	1	5,000.00
Syracuse	11	20,219.00	22	78,763.00	33	98,982.00
Tennessee			4	30,000.00	4	30,000.00
Texas	[redacted]	8,826.00	40	31,168.00	54	39,994.00
Texas Woman's	4	2,286.00	25	11,480.00	29	13,766.00
Toronto	10	54,215.00	31	150,540.00	41	204,755.00
Washington	6	21,554.00	24	42,904.00	30	64,458.00
Western Ontario	2	1,500.00	6	5,500.00	8	7,000.00
Wisc.-Madison			14	7,175.00	14	7,175.00
Wisc.-Milwaukee	2	5,321.29	9	33,865.26	11	39,186.55

TABLE II-11-a-(2): ALA Schools - Post Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1986-87, by Amount and Sex

	POST-MASTER'S					
	N of Males	Amount Awarded	N of Females	Amount Awarded	Total N Awards	Total Amount Awarded
Buffalo			1	9,000.00	1	9,000.00
Columbia	1	17,940.00	5	73,652.00	6	91,592.00
Emory	1	385.00	12	18,110.00	13	18,495.00
Florida			3	2,178.00	3	2,178.00
Indiana			1	2,334.00	1	2,334.00
Kent State			1	381.00	1	381.00
Louisiana	3	17,675.00	2	7,672.50	5	25,347.50
Texas			1	200.00	1	200.00

TABLE II-11-a-(3): ALA Schools - Doctoral Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1986-87, by Amount and Sex

	DOCTORAL					
	N of Males	Amount Awarded	N of Females	Amount Awarded	Total N Awards	Total Amount Awarded
Calif.-Berkeley	3	8,595.75	2	9,578.50	5	18,174.25
Calif.-L. A.	3	7,614.00	5	17,528.00	8	25,142.00
Chicago	1	4,800.00	2	16,187.00	3	20,987.00
Columbia			1	1,194.00	1	1,194.00
Florida	2	3,402.00	3	16,497.00	5	19,899.00
Hawaii	5	22,402.00	2	2,550.00	7	24,952.00
Illinois	1	3,000.00	2	6,000.00	3	9,000.00
Indiana	6	19,065.30	5	6,355.80	11	25,421.10
Maryland	1	1,420.00	1	6,260.00	2	7,680.00
Michigan	3	8,500.00	2	4,739.00	5	13,239.00
North Carolina	1	4,000.00	2	6,500.00	3	10,500.00
North Texas State	2	424.00	1	5,305.00	3	5,729.00
Pittsburgh	2	2,970.00	2	17,820.00	4	20,790.00
Rutgers			3	24,000.00	3	24,000.00
Syracuse	3	12,674.00	4	17,952.00	7	30,626.00
Texas	1	250.00	5	7,988.00	6	8,238.00
Texas Woman's	1	200.00	29	18,864.00	30	19,064.00
Toronto	1	3,780.00	7	50,360.00	8	54,140.00
Western Ontario	4	4,900.00	4	3,500.00	8	8,400.00
Wisc.-Madison			1	6,000.00	1	6,000.00

TABLE II-11-b-(1): Non-ALA Schools - Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1986-87, by Amount and Sex

	MASTER'S					
	N of Males	Amount Awarded	N of Females	Amount Awarded	Total N Awards	Total Amount Awarded
Chicago State			3	750.00	3	750.00
East Carolina			2	600.00	2	600.00
Rhode Island			5	2,484.00	5	2,484.00
Sam Houston			3	1,700.00	3	1,700.00
Wayne State	3	2,310.25	6	5,943.50	9	8,253.75

Table II-11-b-(2): Non-ALA Schools - Post-Master's Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1986-87, by Amount and Sex

No post-master's awards reported.

Table II-11-b-(3): Non-ALA Schools - Doctoral Students - Scholarship Aid Awarded and Accepted by Students, Fiscal Year 1986-87, by Amount and Sex

No doctoral awards reported.

Table II-12: Assistantships Awarded

Each school was asked to report for 1986-87 the number of assistantships awarded, or for which the school selected the recipient, by level of program, sex, and amount of award per year (including stipend and tuition, if applicable). Also requested was the average number of hours of work per week required of a recipient. For this figure some schools gave a range.

Fifty-two ALA Schools reported a total of 300 men and 652 women holding assistantships in the master's programs. Eight ALA Schools reported awarding assistantships to 8 men and 13 women in the post-master's programs. ALA Schools awarded assistantships to 50 men and 71 women in doctoral programs.

Holders of awards at Dalhousie are required to work 6 hours a week during one of the two terms of the academic year in which they hold the appointment. At Pittsburgh, 108 awards amounting to $239,837 were to information science students; 40 awards amounting to $140,891 were to library science students. Ten of the Syracuse assistantships were held by students in the IRM program; 17 amounting to $106,538 were held by library science students.

Four Non-ALA Schools reported awards of assistantships to 9 men and 25 women in master's programs. The Non-ALA Schools reported no assistantships awarded to individuals in post-masters or doctoral programs.

TABLE II-12-a-(1): ALA Schools - Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1986-87, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

	MASTER'S				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Alabama	5	18	14,000.00	50,400.00	10.00
Albany	5	10	45,500.00	112,000.00	17.00
Alberta	2	7	2,927.00	12,754.00	3.00
Arizona	4	4	19,464.00	19,464.00	10.00
Atlanta	5	13	13,725.00	41,620.00	15.00
Brigham Young	12	11	15,150.00	10,225.00	9.10
Buffalo	5	11	31,620.00	68,580.00	20.00
Calif.-Berkeley	1	17	738.00	11,115.00	10.00
Calif.-L. A.	2	9	3,354.00	15,093.00	10.00
Catholic	2	8			10.00
Dalhousie	2	18	3,300.00	29,700.00	6.00
Drexel	3	19	27,214.00	169,179.00	20.00
Emory	2	21	5,200.00	41,400.00	15.00
Emporia	5	6	13,700.00	20,600.00	20.00
Florida	11	27	16,382.00	34,532.00	12.00
Hawaii	5	16	7,200.00	23,040.00	10.00
Illinois	7	13	16,072.50	30,860.83	10.00
Indiana	8	27	17,157.00	79,422.00	14.00
Iowa	3	5	10,000.00	21,000.00	
Kent State	4	11	9,953.00	38,323.00	15.00
Kentucky	13	16	37,408.00	45,909.00	15.00
Long Island		4		12,000.00	12.00
Louisiana	49	31	194,446.00	122,796.11	15.00
Maryland	4	8	11,225.00	48,075.00	20.00
McGill		18		13,217.00	10.00
Michigan	8	26	4,116.00	15,961.00	10.00
Missouri	3	8	12,000.00	33,000.00	20.00
North Carolina	19	49	87,628.00	245,360.00	15.00
NC Central	2	1	6,200.00	2,000.00	20.00
NC-Greensboro	3	11	8,373.00	21,627.00	10.00
Northern Illinois		4			15.00
North Texas State	4	1	4,396.00	400.00	20.00
Oklahoma	1	5	200.00	9,250.00	10.00
Peabody	1	3	6,600.00	16,500.00	20.00
Pittsburgh	51	63	102,423.00	168,025.00	20.00
Pratt	3	23	3,510.00	23,670.00	8.00
Rosary	1	4	1,206.00	2,090.00	10.00
Rutgers	2	3	14,720.00	22,080.00	15.00
St. John's	1	9	11,110.00	79,068.00	15.00
South Carolina	7	22	14,750.00	35,750.00	10.69
South Florida	4	5	12,750.00	10,200.00	15.00
Southern Connecticut	2	4	7,200.00	12,600.00	15.00

TABLE II-12-a-(1): ALA Schools - Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1986-87, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient (cont'd.)

	MASTER'S				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Southern Mississippi	8	12	19,000.00	24,500.00	18.00
Syracuse	5	16	29,085.00	76,566.00	20.00
Tennessee	3	4	9,783.00	13,045.00	10.00
Texas	2	6	13,182.00	7,469.00	20.00
Texas Woman's		1		1,144.00	20.00
Toronto	2	3	2,740.00	2,740.00	4.33
Washington	1		6,534.00		20.00
Western Ontario	6	11	8,754.25	24,585.50	5.00
Wisc.-Madison	1		4,007.00		13.30
Wisc.-Milwaukee	1	2	1,276.00	9,957.56	13.00

TABLE II-12-a-(2): ALA Schools - Post-Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1986-87, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

	POST-MASTER'S				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Calif.-Berkeley	1	4	110.00	11,151.00	10.00
Columbia	2	1	31,480.00	15,740.00	15.00
Florida		3		1,999.00	12.00
Illinois		1		2,315.00	10.00
Kent State	1		4,472.00		10.00
Louisiana	3	2	4,236.68	2,542.00	10.00
Pittsburgh		1		1,980.00	20.00
Texas	1	1	1,333.00	7,210.00	20.00

TABLE II-12-a-(3): ALA Schools - Doctoral Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1986-87, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

	DOCTORAL				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
Calif.-Berkeley	6	4	11,736.00	10,897.00	9.00
Columbia		1		15,740.00	15.00
Drexel		6		50,704.00	20.00
Florida	4	3	11,853.00	2,411.00	12.00
Hawaii	1		6,225.00		20.00
Illinois	4	2	16,880.80	5,072.20	20.00
Maryland	2	3	16,975.00	15,992.00	20.00
Michigan	1	2	2,343.00	1,414.00	10.00
North Carolina	2	3	5,000.00	4,000.00	15.00
North Texas State	2		2,560.00		20.00
Pittsburgh	12	22	45,930.00	62,370.00	20.00
Rutgers	7	1	58,015.00	8,445.00	15.00
Syracuse	2	4	14,094.00	44,288.00	20.00
Texas	2	6	9,370.00	26,732.00	20.00
Texas Woman's	1	4	6,700.00	21,310.00	20.00
Toronto	1	4	130.00	3,680.00	2.66
Western Ontario	2	3	11,637.42	11,742.16	10.00
Wisc.-Madison	1	3	8,801.00	20,514.00	15.50

TABLE II-12-b-(1): Non-ALA Schools - Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1986-87, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

	MASTER'S				
	Number		Amt. Awarded		Av. Hrs. per Wk.
	M	F	M	F	
East Carolina	2	10	11,840.00	37,180.00	20.00
Kutztown	1		4,500.00		20.00
Rhode Island	3	5	5,977.50	9,962.50	10.00
Wayne State	3	10	17,483.00	64,057.00	20.00

Table II-12-b-(2): Non-ALA Schools - Post-Master's Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1986-87, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

No post-master's awards reported.

Table II-12-b-(3): Non-ALA Schools - Doctoral Students - Number of Assistantships Awarded and Accepted by Students, Fiscal Year 1986-87, by Sex, Amount, and Average Number of Hours of Work per Week Required of a Recipient

No doctoral awards reported.

Table II-13: Amount of Tuition and Fees for a Complete Program

Responses are shown in Tables II-13-a (ALA Schools) and II-13-b (Non-ALA Schools) to the request for information on the total amount of tuition and fees required to obtain degrees or certificates at various program levels, full-time without transfer credit. Figures were based on tuition and required fees as of Fall Term 1987. Fees for individual courses (such as extra charges for using terminals) and lab fees were to be excluded.

Syracuse indicated that the cost of the IRM Degree is $14,602. The reports from Canadian schools reflect tuition and fees charged foreign students in lieu of out-of-state/province figures. Brigham Young figures are for LDS/non-LDS, rather than in-state/out-of-state.

In response to the question regarding tuition per credit hour, flat rates for a specified number of hours were reported by all the schools in Texas (North Texas State, Texas, Texas Woman's University, Sam Houston). Emory indicated variation in per-credit cost in summer terms. Emporia students enrolled for 6 credit hours or less pay per-credit costs; those enrolled for more than 6 hours pay amounts shown in Table II-13. Washington has a 2-credit minimum charge. Among the Non-ALA Schools, Rhode Island reported a reduced rate for Regional students.

TABLE-II-13-a-(1): ALA Schools - Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1987 by Residency Status, and Tuition per Credit Hour

	MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Alabama	2,358.00	5,231.25	67.00	157.00
Albany	2,720.00	4,701.00	90.00	156.00
Alberta	2,137.00	3,200.00	41.09	61.53
Arizona	1,794.00	6,942.00	63.00	63.00
Atlanta	7,780.00	7,780.00	630.00	630.00
Brigham Young	2,865.00	4,275.00	104.00	156.00
British Columbia	1,437.00	3,592.00	92.00	230.00
Buffalo	2,690.00	3,863.00	90.00	133.00
Calif.-Berkeley	1,406.50	4,086.00		
Catholic	11,516.00	11,516.00	327.00	327.00
Chicago	15,120.00	15,120.00	3,780.00	3,780.00
Columbia	14,463.00	14,463.00	398.00	398.00
Dalhousie	3,500.00	6,900.00		
Drexel	13,620.00	13,620.00	227.00	227.00
Emory	12,562.00	12,562.00	419.00	419.00
Emporia	2,472.00	4,972.00	43.50	85.00
Florida	2,183.48	6,492.68	57.46	170.86
Hawaii	1,756.00	5,396.00	51.00	183.00
Illinois	3,447.00	8,547.00	641.00	1,341.00
Indiana	2,800.80	7,660.80	77.80	212.80
Iowa	2,161.00	5,415.00	206.00	206.00
Kent State	3,834.00	6,840.00	106.50	190.00
Kentucky	2,328.00	6,708.00	82.00	244.00
Louisiana	3,460.00	9,060.00	195.00	320.00
Maryland	3,835.50	6,607.50	99.00	176.00
McGill	1,583.40	12,043.40	29.32	223.03
Michigan	6,771.00	14,169.00	250.00	524.00
Missouri	2,547.00	6,638.40	70.75	184.65
North Carolina	1,682.00	8,884.00	63.00	519.00
NC Central	867.00	4,367.00	103.20	541.20
NC-Greensboro	494.50	2,295.50	101.00	551.00
Northern Illinois	836.16	1,976.16	66.25	161.25
North Texas State	1,146.00	4,890.00	100.00	120.00
Oklahoma	2,100.80	5,834.00	42.80	146.50
Peabody	11,160.00	11,160.00	310.00	310.00
Pittsburgh	6,603.00	13,083.00	180.00	360.00
Pratt	10,800.00	10,800.00	300.00	300.00
Queens	2,217.80	3,625.80	82.00	136.00
Rosary	7,540.00	7,540.00	205.00	205.00
Rutgers	4,108.00	5,780.00	126.00	182.00

TABLE II-13-a-(1): ALA Schools - Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1987 by Residency Status, and Tuition per Credit Hour (cont'd.)

	MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
St. John's	8,007.00	8,007.00	217.00	217.00
Simmons	10,938.00	10,938.00	303.00	303.00
South Carolina	3,096.00	3,096.00	86.00	86.00
South Florida	2,228.51	6,424.31	60.23	173.63
Southern Connecticut	1,950.00	3,080.00	94.00	94.00
Southern Mississippi	2,085.00	3,267.00	102.00	167.00
Syracuse	9,668.00		263.00	
Tennessee	2,012.00	5,484.00	73.00	159.00
Texas	1,108.44	4,852.44	100.00	120.00
Texas Woman's	1,336.00	5,516.00	100.00	120.00
Toronto	1,481.25	6,803.25		
Washington	5,010.00	12,456.00	240.00	591.00
Western Ontario	1,685.43	8,735.43		
Wisc.-Madison	1,242.20	3,626.70	155.50	453.50
Wisc.-Milwaukee	6,693.12	17,421.12	185.92	483.92

TABLE-II-13-a-(2): ALA Schools - Post-Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1987 by Residency Status, and Tuition per Credit Hour

	POST-MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Alabama	2,358.00	5,231.25	67.00	157.00
Albany	2,720.00	4,701.00	90.00	156.00
Atlanta	7,780.00	7,780.00	630.00	630.00
Buffalo	2,150.00	3,185.00	90.00	133.00
Catholic	7,848.00	7,848.00	327.00	327.00
Chicago	11,340.00	11,340.00	3,780.00	3,780.00
Columbia	12,075.00	12,075.00	398.00	398.00
Drexel	7,876.00	7,876.00	227.00	227.00
Emory	10,050.00	10,050.00	419.00	419.00
Florida	1,723.80	5,125.80	57.46	170.86
Hawaii	791.00	2,767.00	51.00	183.00
Illinois	3,447.00	8,547.00	641.00	1,341.00
Indiana	2,334.00	6,384.00	77.80	212.80
Kent State	3,834.00	6,840.00	106.50	190.00
Louisiana	3,460.00	9,060.00	195.00	320.00
NC-Greensboro	494.50	2,295.50	101.00	551.00
North Texas State	746.00	3,260.00	100.00	120.00
Oklahoma	1,609.00	4,720.00	42.80	146.50
Peabody	9,300.00	9,300.00	310.00	310.00
Pittsburgh	4,402.00	8,722.00	180.00	360.00
Pratt	9,000.00	9,000.00	300.00	300.00
Queens	2,217.80	3,625.80	82.00	136.00
Rosary			205.00	205.00
South Carolina	2,580.00	2,580.00	86.00	86.00
Southern Connecticut	1,436.00	2,566.00	94.00	94.00
Syracuse	9,668.00		263.00	
Wisc.-Madison	1,242.20	3,626.70	155.50	453.50
Wisc.-Milwaukee	4,462.08	11,614.00	185.92	483.92

TABLE II-13-a-(3): ALA Schools - Doctoral Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1987 by Residency Status, and Tuition per Credit Hour

	DOCTORAL			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Alabama	2,358.00	5,231.25	67.00	157.00
Chicago			3,780.00	3,780.00
Columbia	12,075.00	12,075.00	398.00	398.00
Drexel	11,620.00	11,620.00	227.00	227.00
Florida	1,838.72	5,467.52	57.46	170.86
Illinois			641.00	1,341.00
Indiana	4,668.00	12,768.00	77.80	212.80
Maryland	6,392.50	11,012.50	99.00	176.00
Michigan	6,771.00	14,169.00	250.00	524.00
North Carolina	1,682.00	8,884.00	63.00	513.00
North Texas State	2,292.00	9,780.00	100.00	120.00
Pittsburgh	13,206.00	26,166.00	180.00	360.00
Rutgers	1,656.00	2,324.00	126.00	182.00
Simmons	10,938.00	10,938.00	303.00	303.00
Syracuse	16,380.00		263.00	
Texas Woman's	1,336.00	5,516.00	100.00	120.00
Toronto	1,481.25	6,803.25		
Western Ontario	3,370.86	17,470.86		
Wisc.-Madison	1,242.20	3,626.70	155.50	453.50

TABLE II-13-b-(1): Non ALA Schools - Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1987 by Residency Status, and Tuition per Credit Hour

	MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Chicago State			106.00	226.00
East Carolina	1,937.00	9,987.00	105.00	543.00
Kutztown	2,501.00	2,774.00	89.00	99.00
Puerto Rico	1,720.00		45.00	
Rhode Island	3,448.00	4,105.00	98.00	122.00
Sam Houston	1,000.00	4,666.00	100.00	120.00
Wayne State	3,153.00	6,699.00	84.25	182.75

TABLE II-13-b-(2): Non ALA Schools - Post Master's Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1987 by Residency Status, and Tuition per Credit Hour

	POST-MASTER'S			
	Tuition & Required Fees		Tuition per Credit	
	In-State	Out-of-State	In-State	Out-of-State
Wayne State	3,153.00	6,699.00	84.25	182.75

TABLE II-13-b-(3): Non ALA Schools - Doctoral Students - Amount of Tuition and Fees for Complete Programs (Full-time) as of Fall Term 1987 by Residency Status, and Tuition per Credit Hour

No figures reported for doctoral students.

CURRICULUM

By
Daniel D. Barron

This chapter contains reports and summaries of the data on curriculum as reported by the responding schools for the 1986-1987 academic year.

The abbreviations used in the tables are: "ALA-PRO" which is used to designate schools which have master's degree programs accredited by the American Library Association (ALA) and "Not-ALA" which is used to designate schools which do not have master's degree programs accredited by ALA. In many of the lists, an "*" is used also to indicate those schools which do not have master's degree programs accredited by ALA.

The tables and charts contain data as reported by the individual schools. For those schools on the quarter system, the notation (QH) will be used. Some schools have indicated that "units" or "courses" are used as guidelines for degree requirements, in which case, these are indicated as the respondents reported them. Following each table will be listed specific information that do not lend themselves to the general reporting pattern of the table but need to be available to the reader.

A total of 68 schools reported this year as compared to 64 last year. Of these, 60 questionnaires were received from schools which have master's degree programs accredited by the American Library Association. All of the questionnaires received were usable; however, for a number of unidentified reasons, respondents, in some instances, did not complete each item; therefore, the totals in all tables may not always add up to the 68 received.

Academic Year Division

Table III.1 presents a summary of the data related to the division of the academic year as reported by the respondents.

Table III.1: Academic Year Division, 1986-1987

Division	ALA-PRO	NOT-ALA	Total
Semester	52	8	60
Quarter	5	0	5
Trimester	3	0	3
Total Schools Reporting	59	8	68

Table III.2 contains data related to the academic year division by individual schools. Trimester systems are indicated with a "T"

preceding the number of weeks in the "Trimester/Semester" column. The summer terms are described by combining the number of sessions with the number of weeks in each session (No/Wks) where "No"=number of sessions and "Wks"=number of weeks in the sessions.

Table III.2: Numbers of Weeks Per Term, 1986-1987

Schools	Trimester Semester	Quarter	Summer (No/wks)	Total Weeks
Alabama	15		2/5	40
Albany	15		1/6	36
Alberta	13		2/6	38
Arizona	15		2/5	40
Atlanta	14		1/8	37
*Bridgewater	15		2/5	40
Brigham Young	T15		2/8	46
British Columbia	13		1/12 1/6	44
Buffalo	16		2/6	44
Calif.Berkeley	15		1/8	38
Calif.LA		10	2/3,6,or10	
Catholic	14		2/6	40
Chicago		10/11	1/10 1/11	44
*Chicago State	17		2/5	44
Clarion	14		2/6	40
Columbia	14		1/6	34
Dalhousie	15		2/3	36
Drexel		11	1/11	44
*E. Carolina	15		1/5.5 1/6	41.5
Emory	16		1/8	40
Emporia State	17		1/6 1/3	43
Florida State	15		1/8	38
Hawaii	17		2/6	46
Illinois	16		1/8	40
Indiana	15		1/6 1/8	44
Iowa	16		1-8	40
Kent	16		1/8 2/5	50
Kentucky	15		1/8 1/4	42
*Kutztown	15		2/5	40
Long Island	15		2/5	40
Louisiana	15		1/9	39
Maryland	15		2/6 or 8	46
McGill	14		2/3	34
Michigan	T15		2/7.5	45
Missouri	16		2/4	40
Montreal	15		0	30
North Carolina	15		2/5.5	41
N.Carolina-Central	15		2/6	42
N.Carolina-Greensboro	16		2/5.5	43
Northern Illinois	16		1/8	40
North Texas	16		2/5.5	43
Oklahoma	16		1/8	40
Peabody	15		2/4	38

Table III.2: Numbers of Weeks Per Term, 1986-1987 (cont.)

Schools	Trimester Semester	Quarter	Summer (No/wks)	Total Weeks
Pittsburgh	15		2/7.5	45
Pratt	15		2/6	42
*Puerto Rico	15		1/6	36
Queens	15		1/6	36
*Rhode Island	15		2/5 1/10	50
Rosary	15		1/6 1/8	44
Rutgers	16		2/3	38
St. John's	14		1/5	32
San Jose	16		2/8	48
*Sam Houston	15		2/5	40
Simmons	15		1/6	36
South Carolina	15		2/5	40
South Florida	16		2/7 1/10	49
Southern Conn.	16		2/5	42
Southern Miss.	16		1/10	42
Syracuse	15		2/6	42
Tennessee		12	1/10.5 2/4.5	43.5
Texas	16		2/5.5	43
Texas Woman's	16		2/5	42
Toronto	13		1/6	32
Washington		11	2/4.5	42
*Wayne State	15		2/7	44
Western Ontario	T14		0	42
Wisc.Madison**	16		2/4	51
Wisc Milwaukee	16		2/6	44

*School with a master's program not accredited by the ALA
**Wisc.Madison also has a three-week and an eight-week session between spring and summer semesters.

Degree Programs and Credit Hour Requirements

In this section the various degree programs are described. These include undergraduate, both major as well as minor degree requirements, and graduate programs.

Undergraduate

A total of thirteen schools with accredited programs and one school with a program not ALA accredited reported having undergraduate majors in library and/or information science. An undergraduate minor is offered in seventeen schools with accredited programs and in three schools without ALA accredited programs. The number of hours required by each school for each degree requirement is found in Table III.3 and Table III.4.

Table III.3: Undergraduate Major Degree Requirements, 1986-1987

Number of Hours	Schools
18	Maryland (Lib Sci)
	Wisc. Madison (certificate)
18-22	Missouri (Lib Sci)
22	Texas Woman's (+8 in a related area)
24	North Texas (Lib Sci & Info Sci)
25	Southern Miss
27	Southern Miss (school certificate)
30	Clarion
	Pittsburgh (Info Sci)
	Southern Conn.
	Syracuse (Info Studies)
32	Florida State
55	*Kutztown
60	Drexel (Info Sci)

Table III. 4: Undergraduate Minor Degree Requirements, 1986-1987

Number of Hours	Schools
12	Clarion
15	Missouri
	Pittsburgh (Info Sci)
18	Albany (Lib Sci & Info Sci)
	Indiana (Lib Sci)
	Northern Illinois (Lib Sci)
	Southern Conn (Lib Sci)
	Southern Miss
	Texas Woman's (+8 in a related field)
19	Syracuse (Info Studies)
20	*Wayne
21	*Bridgewater (Lib Sci)
	Buffalo
	Drexel (QH) (Info Sci)
	Illinois
24	North Texas
	Bridgewater (Media Sci)
26	Wisc.Madison (school media)
30	Montreal (Archives/Records Management)
35	*Kutztown

Table III.5 contains data related to the number of hours a person must complete to be awarded the master's degree. All schools report having a master's degree program.

Table III.5: Master's Degree Program Requirements, 1986-1987

Number of Hours	Schools		
28	Calif.Berkeley		
30	Emory (MA)		
	Northern Illinois (+9 prerequisites)		
33	Iowa		
34	Oklahoma (MA)		
35	*Kutztown		
36	Alabama	Pittsburgh (MLS & MSIS)	
	Albany	Pratt	
	Atlanta	Queens	
	Buffalo	*Puerto Rico	
	Clarion	*Rhode Island	
	Catholic	Rosary	
	Columbia	Rutgers	
	Hawaii	*Sam Houston	
	Indiana	St. John's	
	Kent	Simmons	
	Kentucky	South Carolina	
	Long Island	South Florida	
	Maryland	Southern Conn.	
	Michigan	Syracuse (MLS)	
	Missouri	Texas	
	N.Car.Central	Texas Woman's (MA & MLS)	
	N.Car.Greensboro	*Wayne	
	North Texas	Wisc.Madison	
	Oklahoma (MLIS)	Wisc.Milwaukee	
37	Louisiana		
38	*Arizona		
	Brigham Young		
	Florida State		
39	*Bridgewater		
	Catholic (Health Sci concentration)		
40	Chicago	Illinois	
	Emory (MLn)	Southern Miss	
42	*E. Carolina	San Jose	
	Emporia	Washington	
44	*E. Carolina (MAED)		
45	Rutgers (MCIS)		
48	Alberta (+ 4 lab hours)	North Carolina	
	Dalhousie (+2 non-credit courses)		
	Drexel (48-60 QH)	Pittsburgh (MST)	
51	Tennessee (QH)		
	Montreal (without thesis)		
53	Montreal (with thesis)		
54	McGill		
	Syracuse (IRM)		
63	Washington (QH)		
72	Calif. LA (QH)		

Alberta indicates that 13 single courses plus a thesis or 15 single

courses and a project plus 4 lab hours for either are required
British Columbia indicates that 30 units or 780 hours of instruction are required
Chicago indicates that 12 courses are required beyond the BA
Dalhousie 16 credit courses + 2 non-credit courses (1 credit course=3 hours)
Emporia indicates 8 hours of prerequisites
Northern Illinois requires 9 prerequisites
Toronto indicates that 16 half courses are required
Western Ontario indicates that 15 courses are required

Post-Master's

A variety of labels are offered for the degree which follows the master's, but thirty-nine schools indicate that they offer a "post" master's degree. Table III.6 contains data related to the hours required by each school for this degree.

Table III.6: Post-Master's Degree Program Requirements, 1986-1987

Number of Hours	Schools	
12	Texas (Certificate to MLIS)	
15	Hawaii (+9 prerequisites)	
	N.Carolina-Greensboro (certificate)	
15-30	Rosary (certificate)	
20	Calif.Berkeley	
24	Catholic	Pittsburgh (CAS/LS&IS)
	Clarion	Rutgers
	Kent	St. John's
	Louisiana	Wisc.Madison
	North Texas	Wisc.Milwaukee (with master's)
30	Alabama	Oklahoma
	Albany	Peabody
	Atlanta	Pratt
	Buffalo	Queens
	Columbia	Rhode Island
	Emory	South Carolina
	Florida State	Southern Conn
	Indiana	Texas (5th year)
	Long Island	*Wayne
32	Drexel (QH)	
36	Calif. LA (QH)	Syracuse (CAS)
	South Florida	
39	*Bridgewater	
40	Illinois	

Chicago requires 9 courses beyond the MA in Library Science
Chicago State indicates that 11 courses are required
Pratt requires 10 courses
Texas requires 30 for certificate of 5th year and 12 for endorsement of specialization to MLIS

Doctoral

In Table III.7, the requirements of the fifteen schools which offer the doctoral program are presented. No school without an ALA accredited master's degree program offers the doctoral degree.

Table III.7: Doctoral Degree Program Requirements, 1986-1987

Number of Hours	Schools
30-36	North Carolina
42	Columbia
50	Texas (but varies)
54	Pittsburgh (in LS or IS) (beyond masters)
59	Michigan
60	Buffalo (+ an MLS)
	Drexel (QH)
	North Texas
	Rutgers (+24-30 transfer credits)
	Simmons
72	Maryland (12 hrs. diss. included)
78	Syracuse
80	Illinois (20 units)
90	Indiana
	Texas Woman's (beyond BA)

California, LA indicates that no specified number of hours are required
Chicago indicates that continuous registration is required until the degree is received
Michigan indicates that 36 of the 59 must be in formal course work
North Carolina indicates 30+ following the masters or 78+ otherwise
Toronto indicates that a two-year, full-time minimum is required
Wisconsin-Madison indicates no specific credit requirements, but residence for one full-time academic year (9 credits) is required
Western Ontario indicates that 10 courses are required

Summary of Degree Requirements

Table III.8 contains a summary of all of the degree requirements for all programs as reported by the respondents.

Table III.8: Degree Requirements for all Programs, by School, 1986-1987

School	Undergraduate Major	Undergraduate Minor	Master's	Post-Master's	PH.D.
Alabama			36	30	
Albany		18	36	30	
Alberta			13 or 15 courses		
Arizona			38		
Atlanta			36	30	
*Bridgewater		21/24	39	39	
Brigham Young			38		
British Columbia			30 units		
Buffalo			36	30	60+ML
Calif.Berkeley			28	20	
Calif.L.A.			72 (QH)	36	unspecified
Catholic			36	24	
*Chicago State			11 courses		
Clarion	30	12	36	24	
Columbia	36		36	30	42
Dalhousie			18 courses		
Drexel			48-60(QH)	32(QH)	60(QH)
*E. Carolina			42 (MLS) 44 (MAED)		
Emory			30 MA/40MLn	30	
Emporia			42		
Florida State	32		38	30	
Hawaii			36	15 (+9 prereq.)	
Illinois		21	40	40	80
Indiana		18	36	30	90
Iowa			33		
Kent			36	24	
Kentucky			36		
*Kutztown	55	35	35		
Long Island			36		
Louisiana			37	24	
Maryland			36		72
McGill			54		
Michigan			36		59
Missouri	18-22	15	36		
Montreal		30	51-53		
North Carolina			48		30+/78+
N.Carolina-Central			36		
N.Carolina-Greensboro			36	15	
Northern Illinois		18	39		
North Texas	24	24	36	24	60
Oklahoma			34 MA/36 MLIS	30	
Peabody			36	30	
Pittsburgh	30 (IS)	15 (IS)	36 (IS&LS) 48 (MST)	24 (CAS-IS&LS)	54 (IS &LS)

Table III.8: Degree Requirements for all Programs, by School, 1986-1987 (cont.)

School	Undergraduate Major	Minor	Master's	Post-Master's	Ph.D
*Puerto Rico			36		
Pratt			36	30	
Queens			36	30	
*Rhode Island			36		
Rosary			36	15-30	
Rutgers			36 (MLS) 45 (MCIS)	24 20-30	60 (+ transfer)
St. John's			36	24	
*Sam Houston			36		
San Jose			42		
Simmons			36		60
South Carolina			36	30	
South Florida			36	36	
Southern Conn	30	18	36	30	
Southern Miss	25	18	41 27 (School Library Media)		
Syracuse	30	19	36 MLS/54 IRM	36 (CAS)	78
Tennessee			51(QH)		
Texas			36	30	50
Texas Woman's	22	18	36 MA/MLS		90+BA
Toronto			16 half courses		2 yrs.
Washington			63(QH)		
*Wayne State			36	30	
Western Ontario			15 courses		10 courses
Wisc.Madison	18(cert)	26(sch media)	36	24	
Wisc.Milwaukee			36	24	

Joint Programs

Table III.9 contains data related to joint degree programs. These are programs which the Library and Information Science program shares with one or more other academic disciplines or units in the institution. In some instances, joint degree programs are reported between institutions as well within the parent institution.

Table III.9: Joint Degree Program Requirements, 1986-1987

Schools	No. Hours in Lib/Info Sci	No. Hours in Other Discipline	Other Discipline
Brigham Young	38	6hrs. transfer	Law
British Columbia	30 units	30 units	Archival Std.
Buffalo	36	30	Music
	18	42	Higher Ed.
	30	81	Law
Calif.Berkeley	na	na	Law
			Near East Std.
			History of Art
Calif.LA	18	24	Management+
	18	12	History
	18	12	Latin Am. Std.
Catholic	27	72	Law (JD)
	30	21	History
	30-36	24-30	Biology
	30	24	Musicology
	30	24	English
	30	24	Greek Lit.
Chicago	11 courses	14 courses	Business
	9 courses	15 courses	S.E. Asian
	11 courses	9 courses	Social Sci.
	11 courses	9 courses	Mid. E. Std.
Clarion	18 (ugr.)	9 (ugr.)	Management
Columbia	33-36	varies	East Asian
	33-36	varies	Russian Std.
Emory	30	28	History of Art
	30	24	History
	30	33	English
Emporia	36	26-30	English
	36	24-32	History
	36	26	Music
	36	31	Business
Hawaii	na		Communications
			Decision Sci.
			Info/Comp. Sci.
Indiana	30	20-24	Compar. Lit.
	30	20-24	Hist/Phil
	30	25-30	Music
	30	9-12	Chemistry
	30	21	Journalism
	30	36	Public Admin.
	30	10-11	Info. Systems
	30	31	Fine Arts
Iowa	27	33-51	Business
Kent	27	12-13	Education
Louisiana	37	18 (12 xlisted)	Computer Sci.
Maryland	24	30	History
	24	32	Geography
Pratt	36	85	Law

Table III.9: Joint Degree Program Requirements,1986-1987 (cont.)

Schools	No. Hours in Lib/Info Sci	No. Hours in Other Discipline	Other Discipline
Oklahoma	27	36	Business
	27	30	Education
Pittsburgh	36	108	Pitt. Theo. Seminary
		6	WVU Ag/Forestry
		6	Penn State Agriculture
*Rhode Island	30	24	History
	27-30	27-30	Political Sci.
	27-30	27-30	Public Admin.
Rosary	30	na	Divinity
	30	na	Business
	30	na	BA/MALS
	30	na	Public Hist.
Rutgers	30	24	Spanish
	30	30	Ed.-Reading
St. John's	33	30	Pharmacology
South Carolina	27	28	English
	24	36	Appl. History
Southern Conn	36	30	Chemistry
	36	30	English
	36	30	History
	36	30	Instruct Tech.
	36	86	Law
Southern Miss	33	24	History
Syracuse	24	76	Law
Toronto	6 half courses	1 full course	Education
Washington	31	14	Law
Wisc.Madison	12	12	Public Admin.
Wisc.Milwaukee	30	18	Geography
	30	18	History
	30	24	Music
	30	24	Urban Affairs

Calif.LA programs administered jointly by both schools. Students may satisfy requirements simultaneously.
Kent indicates that students can work on joint degrees in any discipline with 11 hours shared between degrees
Long Island indicates that a joint accelerated degree is possible with the College of Arts and Sciences. In the senior year, students may take 12 hours of library/information science that can count toward both bachelor's and master's degrees
Pratt offers a JD with Brooklyn Law School and a Data Processing Certificate with a M.S.
Southern Conn offers a joint program with the University of Conn School of Law

Part-Time Coursework

Two schools indicated that they do not accept part-time undergraduate students. Albany, Hawaii, Syracuse, and Toronto do not accept part-time doctoral students. Indiana indicates that a two-semester residency is required, Maryland requires one year of full-time residency, and UNC requires at least two consecutive semesters of full-time work for the doctoral degree. Montreal permits part-time attendance by students only in the second year and British Columbia after the first term. With those exceptions, all programs provide for part-time students.

Maximum and Minimum Times for Completion of Program

Tables III.10 through III.12 contain data related to the maximum and minimum times allowed for completion of degree programs. The minimum time ranges from five to twenty months for the master's, five to twelve months for the post-master's, and nine to thirty-six months for the doctoral degree.

The maximum time allowed for completing a degree ranges from two to ten years for the master's, three to ten years for the post-master's, and three to fourteen years for the doctoral degree.

Table III.10: Minimum Time for Completion of Programs, by Number of Schools, 1986-1987

No. of Months	Master's		Post-Master's		Doctorate	
	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA
5-10			1			
8			2			
8.5			1			
9	4		14		1	
10	4		6			
10.5	1		1			
11	3					
12	36	5	8	1	3	
14	1					
15	2					
16	5					
18	4				3	
20	1					
20-24					1	
24					3	
30					3	
35					1	
36					3	

Table III.11: Maximum Time for Completion of Programs, by Number of Schools, 1986-1987

No. of Years	Master's ALA-PRO	Master's NOT-ALA	Post-Masters's ALA-PRO	Post-Masters's NOT-ALA	Doctorate ALA-PRO	Doctorate NOT-ALA
2	1					
3	4		4		1	
4	5	1	5			
5	13	1	9		3	
6	19	6	8	2	4	
7	9		4		5	
8	3				1	
9					3	
10	1		1		1	
14					1	

Table III.12: Minimum and Maximum Times to Complete Programs, by Schools, 1986-1987

Schools	Master's Minimum [months]	Master's Maximum [years]	Post-Master's Minimum [months]	Post-Master's Maximum [years]	Doctorate Minimum [months]	Doctorate Maximum [years]
Alabama	12	6	10	6		
Albany	12	6	10	5		
Alberta	16	4				
Arizona	12	6				
Atlanta	12	7	12	7		
*Bridgewater		6		6		
Brigham Young	12	5				
Brit.Columbia	16	5				
Buffalo	11	5	9	5	24	7
Calif.Berkeley	9	0	9	0	24	0
Calif.L.A.	18	2	9	3	35	5
Catholic	11	3	9			
Chicago	12		9	5		
*Chicago State		6				
Clarion	12	6	8.5	6		
Columbia	10	4	9	4	9	9
Dalhousie	16	6				
Drexel	12	7	9	3	24	5
*E. Carolina	12	6				
Emory	11	5	9	5		
Emporia	12	7				
Florida State	12	6	12	6	12	6
Hawaii	12		12			3
Illinois	12	5	12	5	30	6
Indiana	12	5	10	5	36	14
Iowa	12	10				
Kent	12	6	9	4		

Table III.12: Minimum and Maximum Times to Complete Programs, by Schools, 1986-1987 (cont.)

Schools	Master's Minimum [months]	Master's Maximum [years]	Post-Master's Minimum [months]	Post-Master's Maximum [years]	Doctorate Minimum [months]	Doctorate Maximum [years]
Kentucky	12	8				
*Kutztown	12	6				
Long Island	12	5	9			
Louisiana	12	6	9	6		
Maryland	12	3			36	9
McGill	16	5				
Michigan	12	6			12	7
Missouri	12	8				
Montreal	20	3				
North Carolina	15	5			36	8
N.Car.Central	10.5	6				
N.Car.Greens	18	5				
North Illinois	10	6				
North Texas	12	8	8	10		10
Oklahoma	12	5	12	5		
Peabody	9	6	9	6		
Pittsburgh (MLS &MSIS)	12	4			20-24	6
(MST)	16	5				
Pratt	12	4	10	7		
*Puerto Rico		5				
Queens	12	4	10	4		
*Rhode Island	12	4				
Rosary	12	5	5-10	5		
Rutgers	12	3	9	3	30	7
St. John's	18	5	12	5		
*Sam Houston	12	6				
San Jose	18	7				
Simmons	12	6			18	3
South Carolina	12	6	10	6		
South Florida	12	7	12	7		
Southern Conn.	12	6	9	6		
Southern Miss.	9	6				
Syracuse	12	7	12	7	12	7
Tennessee	12	6				
Texas	12	6	10.5	6	varies	9
Texas Woman's	12.	6				5
Toronto	16	6				6
Washington	15	6				
*Wayne State	12	6	12	6		
Western Ontario	12	5			24	7
Wisc.Madison	14	7	12	0	18	0
Wisc.Milwaukee		7		4		

Columbia indicates that one year may be added for illness, etc.
Chicago indicates that if the Ph.D. is not completed within five years

after final written exam, the exam must be retaken
Dalhousie indicates there is a four month break in their schedule
Maryland indicates that an extension may be granted for up to 5 years in the mater's program and 10 in the doctoral program.
Michigan indicates that an extension may be approved by the dean and by the Graduate School (for master's students) or by the faculty (for doctoral students) to extend the maximum to 10 years if the student can present valid reasons and an acceptable schedule for completion.
Montreal indicates three years without thesis and four with thesis
Toronto indicates extension may be granted for valid reasons

Status of Courses after Maximum Time

After the maximum time allowed for completing the degree, twenty-six schools with accredited programs indicate that the courses are obsolete for the master's and twenty cancel them. For the post-master's, eighteen schools indicate that they are obsolete and eight cancel them. Eight schools with doctoral programs indicate that courses are obsolete and five cancel them. All but one of the schools with programs not ALA accredited make coursework obsolete. Exceptions and clarifications as indicated by the respondents are listed in Table III.13.

Table III.13: Status of Courses after Maximum Time, by Number of Schools, 1986-1987

Program	Obsolete		Canceled	
	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA
Master's	26	7	20	1
Post-Master's	18	2	8	
Doctorate	8		5	

Brigham Young-classes canceled, but substitution or retake is allowed
Calif.LA indicates that courses are obsolete, students may appeal
Columbia-each handled on an ad hoc basis-few go to the deadline
Dalhousie-student may apply for an extension by petition and School's recommendation is sent to Dean of Graduate School for approval
Drexel-reinstatement after cancellation evaluated for individual students
Emory-student may petition for extension
Emporia-courses can be revalidated
Illinois-extension may be obtained from the Graduate School
Iowa-courses which are 10 years old must be replaced
LSU-may be revalidated
Long Island-degree not awarded unless extension is offered
Maryland-a committee decision, but none more than 5 years prior to receipt of degree are accepted. Student may reapply.
Michigan-at master's degree level, canceled outright if extended to ten years. At doctoral level, no set policy but unusual to

approve extension beyond ten years.
UNC-time may be extended by the Graduate School
UNC-G-may be appealed
Oklahoma-do not have a policy
Rhode Island-depends on how much course content has changed
Rutgers-times may be extended for valid reasons
St. John's-may take additional courses
Simmons-may request an extension
Syracuse-doctoral depends on student's committee
Tennessee-can be revalidated under certain circumstances
Western Ontario-decision made on individual basis whether any or all of previous work can be used toward degree
Wisconsin-Madison-can be revalidated through testing or additional work

Required Course Work

Tables III.14 through and III.19 present data related to the required course work in the various programs. Requirements range from six semester hours of courses required to forty-four semester hours in the master's program. Actually, the range is to 273 hours, that is required by British Columbia, but that being such an aberration, that school's requirements are not included in the analysis. The range for schools on the quarter hour system is from twelve to seventy-two hours. The average, among schools on the semester system, is 15.4 for accredited programs at the master's level and 34.5 the average for programs not accredited.

Table III.14: Required Course Work, by School, 1986-1987

School	Hours		
	Master's	Post-Master's	Doctorate
Alabama	15	9	
Albany	12	3	
Alberta	18		
Arizona	18+thesis or project		
Atlanta	12	3	
*Bridgewater	39	39	
Brigham Young	23		
British Columbia	273		
Buffalo	12	6	6
Calif.Berkeley	9	varies	
Calif.L.A.	72(QH)	36	36
Catholic	36(QH)	24	
Chicago	6 (courses)		varies
*Chicago State	21		
Clarion	18		
Columbia	9	0	6
Dalhousie	10 credit/2 non-credit		
Drexel	12(QH)		12(QH)
E. Carolina	42-44		
Emory	16 MLN/ 18 MA		
Emporia	29		
Florida State	18	0	3
Hawaii	12	9	10
Illinois	8	8	68
Indiana	15	0	18
Iowa	15		
Kent	15		
Kentucky	12		
*Kutztown	9		
Long Island	12	12	
Louisiana	16	15	
Maryland	9	0	15++
McGill	24		
Michigan	9	0	8
Missouri	19		

Table III.14: Required Course Work, by School, 1986-1987 (cont.)

School	Hours		
	Master's	Post-Master's	Doctorate
Montreal	27		
North Carolina	12	0	9
N.Carolina-Central	18		
N.Carolina-Greensboro	15		
Northern Illinois	9-11+++		
North Texas	15	0	12
Oklahoma	18	3++++	
Peabody	9	9	
Pittsburgh	36(MST) 12 (MLS) 6 (MSIS)	0	16(LS) 3 (IS)
Pratt	12	6	
Puerto Rico	15		
Queens	36	30	
*Rhode Island	18		
Rosary	12	0-9	
Rutgers	18	6	18
St. John's	15	0	
San Jose	42		
*Sam Houston	15		
Simmons	12	0	16
South Carolina	17	3	
South Florida	12	0	
Southern Conn.	18	6	
Southern Miss.	18		
Syracuse	12 (IRM) 6-9 (MLS)	0	18
Tennessee	18(QH)		
Texas	15	0	12
Texas Woman's	21		
Toronto	6 half courses	0	0
Washington	27		
*Wayne State	22		
Western Ontario	15	0	10
Wisc.Madison	18	0	3
Wisc.Milwaukee	15	0	

+plus 36 additional hours for degree
++more with no ALA MLS
+++one course has variable credit-9 hours of prerequisites which have proficiency examinations
++++a course in research if none taken previously

Table III.15:Required Course Work, by Number of Hours, 1986-1987

No. of Hours	Master's ALA-PRO	Master's NOT-ALA	Post-Master's ALA-PRO	Doctorate ALA-PRO
0			14	1
3			4	4
6	1		6	3
8	1		1	1
9	7	1	3	1
10				1
11	1			
12	14		1	2
15	11	2	1	1
16	2			2
17	1			
18	12			3
19	1			
21	1	1		
22		1		
23	1			
24	1		1	
27	2			
29	1			
36	3			
39		1	1	
42	1	1		
44	1			
68				1
72	1			
273	1			

Respondents were asked to indicate whether or not students could exempt required courses. Tables III.16 and III.17 present the data related to their responses.

Table.III.16: Exemption of Required Courses, by Program, 1986-1987

Program	Exemptions Allowed ALA-PRO	Exemptions Allowed NOT-ALA	Exemptions Not Allowed ALA-PRO	Exemptions Not Allowed NOT-ALA
Master's	44	6	9	1
Post-Master's	8	1	9	1
Doctorate	8	1	11	

University of California, Los Angeles indicates that doctoral students may exempt course if they have an MLS

Illinois indicates that there are "rare exceptions"
McGill indicates only if transferring from a school with a 2-year MLS into the 2nd year or if holding American MLS
Maryland indicates yes by petition to Admission or Doctoral Committee as appropriate
Montreal indicates that it depends upon prior preparation
Queens indicates yes with proof of having written a thesis for another degree

The most common method for exemption is evidence with a transcript and/or syllabus from another program. Other exemption requirements include "approved" projects, written examination or a combination of approvals from the dean, committee or advisor. Frequently, all of these options were indicated as being available to the student. Other methods reported included oral examinations, appropriate experience and substitution of selected courses--the latter accepted from ALA accredited programs only.

Table III.17: Methods of Exempting Required Courses, 1986-1987

Method	ALA-PRO	NOT-ALA
Written Examination	18	3
Transcript from Other School	38	4
Approval of Advisor/Faculty	24	2
Approval by Dean/Director	7	
Other	8	

In programs that provide for the exemption of required courses, nine allow the exempted courses to count toward the master's degree, two toward the post-master's and one toward the doctoral. More frequently, schools do not provide credit for exempted courses. Table III.18 presents the data related to this question.

Table III.18: Credit Gained Through Exemption of Required Courses, 1986-1987

	ALA-PRO		NOT-ALA	
Program	Yes	No	Yes	No
Master's	9	39	3	4
Post-Master's	2	13		1
Doctorate	1	12		

Dalhousie indicates that it varies--students may be given advanced standing or may be required to take other courses to have the necessary credits

Maryland indicates that Doctoral Committee decides
Simmons indicates that it "depends"

Table III.19 displays the data related to the number of courses that may be exempted in programs reported in this survey.

Table III.19: Number of Hours that may be Exempted, 1986-1987

Number of Courses	Program		
	Master's	Post-Master's	Doctoral
1		1	
1-3	1		
1-15			1
2	1		
3		1	1
3-6	1		1
3-15	1		
5	1		
6	8	3	1
9	3		1
11	1		
12	5		
14	1		
18	1		
No Limit	2		
Varies	3		

Toronto indicates that 6 half courses may be exempted

Included in the responses were indications also that the number of courses exempted from the program was determined by the director; one school indicated that it depended upon the experience base of the student.

Transfer of Credit Hours

Respondents were asked whether or not they allowed for transfer of credit hours into the various degree programs which they provide. Table III.20 presents the data related to their responses.

Table III.20: Credit Hours Transferred, by Program, 1986-1987

Hours	Ugr	Master's	P-Master's	Doctorate
0-6			1	
3		3	2	
4		3		
6	2	34	13	3
7		1		
8			1	
9		13	2	
10		2		
11		1		
12	3	5	2	1
13				1
14			1	
16			1	1
18		1		
24		1		
27		1		
30				2
62	1			
64	1			
72	1			
156		1		

Alberta indicates up to 24 hours for returning BLS or MLS
Chicago indicates 2 courses
Dalhousie indicates a maximum of 1 year
Drexel indicates no maximum at undergraduate, but 45 hours must be at Drexel
Maryland indicates that it is established by the Doctoral Committee
Ontario indicates 2 courses
Texas Women's indicates it varies for doctoral
Toronto indicates 8 half courses

Two schools with undergraduate programs and two with doctoral programs indicated that the amount of credit which a person might transfer into the programs varies, but no ranges were given. Dalhousie indicated that a maximum of one academic year's study can be transferred.

Table III.21: Extent to Which Schools Accept Credit From Programs not Accredited by ALA, 1986-1987

Accredited Program	Accept Non-ALA	Not Accept Non-ALA
Yes	15	42
No	6	2

Arizona indicates "yes" but must be graduate level, no core courses,

and approval by advisor
Albany indicates "under some circumstances from accredited programs"
Dalhousie indicates that it depends on individual circumstances
South Florida indicates "yes" if from a regionally accredited graduate program and approved by the student's advisor and director of the school
Montreal indicates from some foreign schools
Wisconsin-Madison indicates with adviser's approval

Thesis, Papers or Projects

Respondents were asked to comment on their requirements for a thesis or other culminating project for their degree requirements. Table III.22 presents their responses.

Table III.22: Thesis Options, by Number of Schools, 1986-1987

	ALA-PRO		NOT-ALA	
Program	Required	Optional	Required	Optional
Master's	10	32	3	1
Post-Master's	10	7	1	1

Field Work

Supervised experience for academic or program credits, known generally as Field Work, was the basis of the next series of questions. Tables III.23 and III.24 present the data related to the responses. Table III.23 shows the number of schools offering field work for credit and Table III.24 the number of hours given for field work. A total of twelve schools indicated that field work was required and 60 that it was available and optional at the master's degree level.

Table III.23: Number of Schools Offering Field Work for Credit, 1986-1987

Program	ALA-PRO	NOT-ALA
Master's	54	6
Post-Master's	25	2
Doctorate	4	

Table III.24: Number of Hours Given for Field Work, 1986-1987

Number of Hours	Master's	Post-Master'	Doctoral
0	1		
1-2	1		
1-3	3		
1-4	1		
1-6	1	1	
2	2	1	
2-3	2 (*1)	*1	
2-4	3	1	
2-6	1		
2-8		1	
3	23	10	1
3-6	3	2	
3-9	1		
4	4		
4-12	1	1	1
6	5	3	4
9	1		

*Schools with programs not ALA accredited
Arizona variable with 45 clock hours limit
Dalhousie requires work experience, but offers no credits
British Columbia requires work experience, but offers no credits
Toronto requires 1/2 course

Eight accredited programs require field work of all students in the master's degree program. They are: British Columbia, Dalhousie (work experience may be claimed for this requirement), Long Island, North Carolina, North Carolina-Greensboro, Montreal, Syracuse, and Texas (3 hours beyond the degree requirement). Among the non-accredited programs, Bridgewater, East Carolina, Rhode Island, and Sam Houston require field work.

Dalhousie requires work experience as a graduation requirement but gives no credit for field work. Syracuse requires either field work or a research paper.

Schools that offer no credit for field work are British Columbia, McGill, North Texas, Texas, and Dalhousie.

A number of variations for field work were listed and include such things as the student must attend seminars, present papers related to the field work, and that field work is available only for school library media program students.

Special Requirements for Graduation

Tables 25 and 26 contain information related to any special requirements which respondents indicated are necessary for their programs. Some schools indicated on the questionnaire that a dissertation was a requirement for the doctorate. Since that is such a common requirement, no question was included on the questionnaire related to it.

Table III.25: Special Requirements for Graduation, 1986-1987

Program	Requirement					
	Comprehensive		Foreign Language		Other	
	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA
Master's	23	6	5		12	2
Post-Master's	2	1	2		5	
Doctorate	19		10		6	

Other requirements for the master's degree
Final exam or thesis-Washington
Research report-Queens and Northern Illinois
Exit interviews-Emory and Hawaii
Media Competency-Florida State
Thesis or research paper-Kent, UNC, Chicago
NTE-Long Island
Project-UNC-G
Communications skills exam-Atlanta

Other requirements for the post-master's degree
Oral examination and project-Wisc.-Madison
Independent study-Peabody
Research report-Queens and Hawaii and South Carolina
Defense of special project-Illinois
Special study-Pratt
Project-LSU
Communications skills exam-Atlanta

Other requirements for the doctoral degree
Statistics-FSU
Final oral examination or dissertation defense-Illinois
Foreign language or statistics-Indiana
Two foreign languages or one language and statistics-Texas Women's
Two research skills (one foreign language)-Wisconsin-Madison

Table III.26: Number of Hours Required for Thesis, 1986-1987

Number of Hours	Master's	Post-Master's
0	1	
1-4	2	
1-6	1	1
2	1	
2-4	1	
3	6	3
3-6	1	1
4	1	
5	1	
6	10 *1	4
8	1	1
9	3	
12	1	
20	1	

*non-ALA accredited program
Alberta indicates 9 credits for project, 3 credits for thesis
Chicago indicates 1 course
Toronto indicates 4 half courses

Prerequisites for Entering the Program

Table III.27 presents data related to the requirements made of students who enter the various programs. In addition to the prerequisites listed in the table, some schools indicated that they require letters of reference, a statement of purpose, statistics and computer science courses or competencies and various liberal arts credits for specific programs. The most frequently indicated tests required were the TOEFL for foreign students and the GRE and MAT tests generally.

Table III.27: Prerequisites for Entering Program, 1986-1987

Prerequisite	ALA-PRO	NOT-ALA
Library Experience	1	
Undergraduate Library Science	1	1
Foreign Language	4	1
GRE/MAT/TOEFL, etc., Tests	56	6
Interview	24	3
GPA	51	6
Other	18	3

Bridgewater indicates they require a B+ in an introductory course
BYU indicates they sometimes require an interview
Indiana indicates that library work is required for post masters or

specialist degree and interview and GRE for Ph.D
Iowa indicates that 85 hours in liberal arts are required
Northern Illinois indicates that 3 prerequisite library science courses are required
Montreal indicates that students should possess basic computer literacy or take a course in it prior to second semester and students in advanced computer applications courses have a programming language
Pitt indicates that for the MSIS, 3 hours of math, statistics, behavioral science and programming language is required and for the MST, 3 hours in calculus, cognitive science, and statistics and 6 hours of a programming language is required
Southern Conn. indicates that foreign students may substitute a statistics or computer science course for foreign language
Texas indicates a requirement of work experience and an interview for the post masters and Ph.D. and a 3.00 GPA
UCLA indicates statistics and a computer language required
UNC indicates that 90 hours in liberal arts are required
Western Ontario indicates they require a research statement and interview for the Ph.D.
Wisconsin-Madison indicates they require the GRE if student has a GPA below 2.75, and interview for the Ph.D., and 90 hours of undergraduate liberal arts

Courses Taught Away from the Main Campus: Distance Education

The "Main Campus," in this report, is defined as that campus, which may be a part of a university with multiple campuses, where the school has its permanent buildings and administrative offices. "Off-Campus" includes any course offered at a branch or regional campus of the university or at non-university locations such as public libraries, business facilities, schools and other post-secondary institutions. Teaching classes away from the home campus has been called "extension" by some, but the generally accepted label is "distance education." Table III.29 contains the data reported by the respondents related to courses taught in their distance education programs.

Thirty-four schools with accredited programs offered one or more courses away from the main campus in 1986-1987, while twenty-six did not. Four of the schools without accredited programs reported that they had taught one or more courses "off-campus."

At least three hundred and twelve courses were offered "off-campus" by thirty-seven schools as compared to two hundred eighty-nine courses by the same number, thirty-seven, last year. This represents about a nine percent increase compared to about an eight percent increase reported last year. More than sixty-eight percent of all of the courses were generated by twelve or thirty-two percent of the schools offering distance education courses. As last year, Long Island and Indiana offered the most courses, forty-one and thirty-two courses respectively. These numbers do not take into account that Brigham Young indicated that they will offer a complete master's degree away from their home campus over the next three years.

Fifty percent of the courses were required courses for the master's degree and fifty percent were electives. Apparently, no school offered a course for the doctoral degree away from the main campus.

Faculty were compensated for teaching distance education courses within their regular teaching load in nineteen or fifty-one percent of the schools and as an overload in twelve or thirty-two percent. Other compensation such as fees, and compensatory release time was listed by three schools. Also, three schools indicated that a combination of in-load and over-load composition was used.

Eight schools indicated that they are expecting to change their distance education programs. All but one, indicating they were dropping their program, indicate that they plan to increase their efforts. South Florida expects to use television on a limited basis and Pittsburgh plans to make use of their system's optical fiber cable network.

Telecommunications Delivery

South Carolina was the only school using open circuit television broadcasting to deliver courses (two each semester). UNC was the only school that indicate the use of two-way video and two-way audio to deliver a course. South Carolina (4 courses) were joined by San Jose (2 courses) and Indiana (1 course) as the only three schools offering courses using one-way video and two-way audio (interactive). Emporia indicated that two courses were offered using two-way audio and LSU indicated that they offered one course using two-way audio communications. These account for the only use of telecommunications to deliver "off-campus" course work. Southern Conneticutt indicates that they have plans to deliver instruction using some electronic distance education system and South Florida anticipates using television for limited delivery.

Table III.29: Courses Offered away from Main Campus, 1986-1987

Schools	No. of Courses	Required	Elective	Faculty Reg	Faculty Adj
Alabama	2	1	1	2	
Albany	3		3	2	1
Alberta	0				
Arizona	4	3	1	4	
Atlanta	0				
Brigham Young	complete MLIS over a 3-year period			all	
British Columbia	0				
Buffalo	4	1	3		4
Calif.Berkeley	0				
Calif.L.A.	0				
Catholic	12	12		4	10

Table III.29: Courses Offered away from Main Campus, 1986-1987 (cont.)

Schools	No. of Courses	Required	Elective	Faculty Reg	Faculty Adj
*Chicago State	2	1	1	2	
Clarion	4	4		3	1
Columbia	3	3 (pm)			3
Dalhousie	0				
Drexel	0				
Emory	0				
Emporia	10	5	5	5	5
Florida State	9	9	0	9	1
Hawaii	0				
Illinois	0				
Indiana	32	17	15	10	22
Iowa	0				
Kent	17	5	12	7	14
Kentucky	6	1	5	3	3
Long Island	41	31	10	31	12
Louisiana	9	2	7	2	7
Maryland	0				
McGill	0				
Michigan	0				
Missouri	10	4	6	8	5
Montreal	0				
North Carolina	1		1	1	
N.Car.Central	6	5	1	3	3
N.Car.Greensboro	0				
Northern Illinois	19	7	12	18	1
North Texas	0				
Oklahoma	10	6	4	8	2
Peabody	0				
Pittsburgh	8	3	5	8	
Pratt	4		4	2	2
Queens	2	1	1		
*Rhode Island	12	6	6	6	6
Rosary	3	2	1	2	1
Rutgers	16		16		16
St. John's	0				
*Sam Houston	3	3		3	
San Jose	2	1	1	1	1
Simmons	0				
South Carolina	17	3	14	10	7
South Florida	16	6	10	14	2
Southern Conn.	7	4	2 (1PM)	3	3
Southern Miss.	4	3	1	3	2
Syracuse	2		2		2
Tennessee	0				
Texas**	2	2		2	
Texas Woman's	0				
Toronto	0				

Table III.29: Courses Offered away from Main Campus, 1986-1987 (cont.)

Schools	No. of Courses	Required	Elective	Faculty Reg	Faculty Adj
Washington	0				
*Wayne State	3	1	2	1	2
Western Ontario	6	3	3	1	5
Wisc.Madison	0				
Wisc.Milwaukee	1	1		1	
Totals	312	156 (50%)	156 (50%)	179+	136+

**Extension, not resident credits
+The number of faculty indicated by the schools do not add up to the same figure as the total number of courses indicated by them. The explanation may be that some schools listed titles of courses taught as opposed to the actual number of times the course was taught.

Individual Course Offerings

Table III.26 presents data related to the provision of courses by the respondents.

Categories have been coded as follows:

A = Undergraduate credit only
B = Undergraduate or Master's credit
C = Master's credit only
D = Master's or Post-Master's credit
E = Post-Master's credit only
F = Post-Master's or Doctoral credit
G = Doctoral credit only

Table III.30: Courses Listed in College Catalog by Level and Academic Year, 1986-1987

Schools	Courses Listed	Courses Taught	% Taught	Courses Restricted to: A	B	C	D	E	F	G
Alabama	81	77	95	1	10	24	56	3		
Albany	59	50	85	3	9		46	1		
Alberta	49	35	71		4	49				
Arizona	45	37	82	none restricted						
Atlanta	35	35	100			34		1		
*Bridgewater	36	31	86	none restricted						
Brigham Young	30	30	100			30				

Table III.30: Courses Listed in College Catalog by Level and Academic Year, 1986-1987 (cont.)

Schools	Courses Listed	Courses Taught	% Taught	Courses Restricted to: A	B	C	D	E	F	G
British Columbia	48	37	77			48				
Buffalo	44	39	93			4	40			12
Calif.Berkeley	na									
Calif.LA	na									
Catholic	81	47	58		12		69			
*Chicago State	38	21	55	2	17	19				
Clarion	na			10	3	36				
Columbia	78	81	104			9	15		1	2
Dalhousie	na									
Drexel	na									
East Carolina	38									
Emory	48	30	63			5		25		
Emporia	40	33	83	9		74				
Florida State	65	49	75	4	2		36		7	1
Hawaii	39	27	69	none restricted						
Illinois	65	65	100		13		58	2		6
Indiana	61	49	80	1	6		43			11
Iowa	32	30	94		7	25				
Kent	52	43	83		4		51			
Kentucky	50	48	96		13	36	1			
*Kutztown	20	9	45	9	7	18				
Long Island	na									
Louisiana	44	36	82	none restricted						
Maryland+	67	61	91	3	2	3				2
McGill	44	39	87			39				
Michigan	70	58	83							4
Missouri	46	32	70		18	28				
Montreal	59	44	75			44				
North Carolina	72	61	85				1			
N.Car.Central	38	31	82	none restricted						
N.Car.Greens	41	38	93		20	26				
Northern Illinois	38	24	63	9	9	29				
North Texas	50	50	100		10	40	(open to all)			
Oklahoma	43	29	67	3		2	38			
Peabody	36	36	100		5	31				
Pittsburgh	174	151	87	7	17	2	57		10	
Pratt	66	36	55			1	34	1		
Queens	36	23	64		3	33	33			
*Rhode Island	44	39	89							
Rosary	50	38	76		2	50	50	2-8		
Rutgers	81	72	89				57	4		20
St. John's	50	44	88		2	4				
*Sam Houston	38	26	68			38				
San Jose	49	35	71	none restricted						
Simmons	70	65	93			47	12			11
South Carolina	64	51	80	1	4		59			
South Florida	49	27	55	3	1	2	45			

Table III.30: Courses Listed in College Catalog by Level and Academic Year, 1986-1987 (cont.)

Schools	Courses Listed	Courses Taught	% Taught	Courses Restricted to: A	B	C	D	E	F	G
Southern Conn.	82	55	67							
Southern Miss.	63	48	76	6	18	39				
Syracuse	88	50	57	10	10	67				1
Tennessee	na									
Texas	55	52	95	2	1	1	52			2
Texas Woman's	86	60	70	16			52			18
Toronto	68	50	74	none restricted						
Washington	na									
*Wayne State	42	39	83		12		28	2		
Western Ontario	44	27	61			9				
Wisc.Madison	57	38	66		15		42			
Wisc.Milwaukee	52	42	81	1	15	33	33			

+All courses are available to doctoral students with permission of Doctoral Committee

++15 taught in Graduate Instructional Technology

Rutgers indicates that classes may be open by special request from post masters and masters students

Faculty Teaching Load

For the first time, this year a series of questions were asked related to faculty teaching load. Table III.31 contains data related to the responses to these questions. Only three schools require faculty to teach in the summer, the remainder offer that as an option.

Table III.31: Faculty Teaching Load, 1986-1987

Number of Hours Per Year	Number of Schools Reporting Regular Load	Summer Load	Overload
0			4
1-2		1	
1-6		1	
3		5	7
3-6		6	
3-8		1	
3-9	1		
3-12		1	
4		2	
4-6		1	
4.6		1	
6		23	3
8		1	
8-9	1		
9	7	1	2
10		1	
11	1		
12	12	2	
12-15	1		
12-18	1		
15	14		
16	2		
18	12		2
20			1
24	1*		
26		1	
27	1*		
78		1	
130	1		
156-169	1		

* Program not ALA accredited

Courses Cross-Listed with Other Units

Table III.32 contains data related to those courses indicated by the respondents as being cross-listed with some other units in their respective institutions. Many of the responses were such that it was difficult to impossible to determine the extent to which the school or the other unit had primary responsibility for teaching the various courses. The list, therefore, contains a description of the units with whom there appears to be cross-listing of courses.

Table III.32: Courses Cross-Listed with Other Units of Instruction, 1986-1987

Schools	Courses	
	Number	Academic Units
Alberta	2	Education
Arizona	3	Reading
		English
Atlanta	3	Education
		Computer Science
British Columbia	5	Education
		Law
		History
Buffalo	1	Higher Education
Calif.LA	5	Latin Am. Research
		African Studies
		Management
		Jewish Studies
		Myth and Folklore
Chicago	7	Education
		Behavioral Science
		Communication
*Chicago State	1	Curriculum/Instruct.
Dalhousie	6	Education
		Business Adm.
Illinois	4	Educational
		African Studies
		Slavic Studies
Iowa	4	Education
		English/Education
		Journalism/Education
*Kutztown	2	AV Communications
Louisiana	5	Computer Science
Long Island	1	Education
Michigan	5	Education
		History
		History of Art
		Music
Missouri	1	Education
North Carolina	3	Computer Science
Northern Illinois	1	Curric./Instruct.
Oklahoma	2	History
		Education
Peabody	4	Teaching/Learning

Table III.32: Courses Cross-Listed with Other Units of Instruction, 1986-1987 (cont.)

Schools	Courses	
	Number	Academic Units
Pittsburgh	2	Sociology
Rosary	5	Business
St. John's	7	Education and Human Services
Simmons+		
Southern Miss	10	Education
Syracuse	2	Geography Management
Tennessee	4	Curric./Instruct.
Texas	8	History Latin Am. Stds. English Art History
Toronto	3	Education Applied Science/ Engineering
Washington	1	Public Affairs
*Wayne State	14	Education Instruct. Tech. History
Wisc.Madison	6	History Curric./Instruct.
Wisc.Milwaukee	7	Curric./Instruct. English Geography History

+Students in Children's Literature and Communications often take courses in the program

Curriculum Committees

Respondents were asked to describe the composition of their standing committees on curriculum. Table III.33 presents the data related to their responses. Only one school indicated that they did not have a curriculum committee.

Table III.33: Curriculum Committee Members by Categories, 1986-1987

Categories of Members	Programs ALA-PRO	NOT-ALA
Faculty	57	6
Staff	11	
Students	42	5
Alumni	7	1
Practitioners	6	2
Others	4	1

Table III.34: Curriculum Committees, by Composition, 1986-1987

Committee Composition	Programs ALA-PRO	NOT-ALA
Faculty only	10	
Faculty and staff	1	
Faculty and alumni	1	
Faculty and students	25	5
Faculty, students, alumni	3	
Faculty, students, alumni, others	1	
Faculty, students, staff	6	
Faculty, students, practitioners	3	1
Faculty, students, staff, alumni	1	
Faculty, students, staff, alumni, practitioners	1	
Faculty, students, advisory council	1	
Faculty, students, staff, alumni, practitioners, others	1	
Faculty, alumni, practitioners, advisory council, input from student comm.		1

Curriculum Changes

Table III.35 contains information related to changes made in curriculum within the last year. Following the table are specific changes as indicated by the individual schools. Several schools indicated that curriculum revision was an ongoing process. Bridgewater State, Michigan (completed), San Jose, Tennessee (related especially to the change to a semester system), and Wisconsin-Milwaukee were the only schools that they were completely revising their curricula.

Table III.35: Curriculum Changes Made within the Past Year, 1986-1987

Type of Changes	No. of Programs Reporting that Change	
	ALA-PRO	NOT-ALA
New Courses Added	29	2
Courses Dropped	16	1
Added new programs	8	
Revised Total Curriculum	3	
Revised Specific Curriculum Areas	9	2
Taught Experimental/Trial Courses	22	1
Other Changes	11	

Specific Changes

Listed below are the specific course and program changes indicated by the respondents. The changes are listed by school with an analysis by type of courses following the school list. This is a change from years previous when only the courses were listed. Titles were copied from the questionnaire as the respondents listed them with the exception of writing the complete title in this list when only abbreviations were used on many questionnaires.

Analysis by General Type of Course

Foundations
- Introduction to the profession-1 added
- General topics-2 added
- Reading courses (seminar/independent learning)-2 added
- Independent study-1 added
- Interpersonal communication-2 added
- History-1 dropped
- Ethics-1 added
- Publishing-2 dropped

Research
- 9 added, 1 dropped

Management
- Personnel-2 added
- Building design-1 dropped
- School-3 added, 1 dropped, 1 experimental
- Academic-1 dropped, 1 experimental
- Health services-1 experimental
- Entrepreneur-2 experimental
- Theology-1 dropped
- Archives-4 added, 1 experimental
- Records management-1 added, 1 experimental
- Information agency-1 added

Corporate-1 experimental
Marketing-2 experimental
Data base management-2 added, 2 experimental
Management of automation-1 added, 2 experimental
Collection management-3 added, 1 experimental
Evaluation-1 added, 1 experimental
Management of information systems-6 added, 1 dropped, 3 experimental

Information Technology
37 added (25 by Pitt), 4 experimental

Information Science
1 dropped, 1 experimental

Selection and Evaluation of Materials
Children and young adults-3 added, 5 experimental
Software-1 added, 2 experimental

User Services
Ethnic-1 added, 3 dropped
Handicapped-1 experimental
Children and young adult (public)-1 added, 1 dropped
Children and young adult (school)-1 added
Adult-2 experimental
Bibliographic instruction-4 added, 1 dropped, 1 experimental
Business reference-2 added
Legal bibliography-2 added, 2 dropped
Personal information management-1 added
Reference interview-1 experimental
Genealogy-1 experimental
Storytelling-1 added
Booktalking-1 experimental
Oral history-1 experimental
Online searching-3 added, 1 dropped, 4 experimental

Technical Services
12 added, 5 dropped
Preservation-1 added, 1 experimental

Audiovisual
3 added, 5 dropped, 1 experimental

Information policy
1 added, 2 experimental

Linguistics
1 added

Behavior and cognition
1 dropped, 2 experimental

New Courses

Albany
- National Information Policy

BYU
- (new research series)
- Evaluating and using library research
- Library operations research
- Research project seminar
- Thesis

British Columbia
- Archival information retrieval
- Specialized archives

Buffalo
- Selection and delivery of research information

Catholic
- Organization of information

UCLA
- History of telecommunications

Columbia
- Descriptive cataloging
- Subject analysis
- Music cataloging
- Microcomputer applications
- Visual resources in archives and research libraries

Chicago
- Business information sources

Clarion
- Personal information management
- Records management

Dalhousie
- Management of information systems

Drexel
- Instructional role of the educational media specialist
- Information and ethics
- Information systems implementation
- Data base management II

Hawaii
- Planning and implementing library instruction

Iowa
- Library automation

Illinois
- Seminar in library materials for children and young adults

LSU
- Cataloging and classification
- Advanced cataloging and classification
- Information retrieval systems

Maryland
- Computer application in information management
- Principles of software evaluation

McGill
- Politics and the information professional

UNC
- Advanced online retrieval
- Microcomputers in the school library media center

Organization of materials I
Systems analysis
Records management
Business information sources
Law libraries and legal resources
Human recourses management
Abstracting and indexing
Music librarianship
Seminar in teaching and academic life
Collection development

UNC-Greensboro
Supervision of school system library media programs
Internship in school library media supervision

Montreal
Independent study

Pittsburgh
(Telecommunications Courses)
Computer science concepts for telecommunication
Electrical engineering fundamentals for telecommunication
Communications concepts
Communications devices
Protocols/interfacing
Network concepts
Networking and distributed systems
Legal and regulatory issues in telecommunications
Telecommunication applications
Network management
Local area networks
Telephone systems
Communication switching systems
Voice and data telephone communication
Video applications
Mass media organization
Impact analysis
Practicum: telecommunications
(other courses)
Micros
Interactive systems
Introduction to parallel distribution processes
Information storage and retrieval
Math for information science
Math communication theory
LISP

Puerto Rico
User education in libraries
Conservation and preservation of library materials

Rhode Island
Information storage and retrieval

Rutgers
Online searching in school library media programs
Children's books in the 80's
Science fiction and fantasy for ages 8-14
Video field productions and editing
Reference work with young adults
Educating the young adult user

Simmons
- OCLC systems and services
- Collection development and management
- Evaluation of library/information centers
- Topics in library and information services

Syracuse
- Microcomputer use
- Bibliographic instruction
- Curriculum concerns for media specialists
- Computer coordination for school libraries
- Collection development
- Introduction to the library and information profession

Texas
- Designing and producing learning materials
- Information resources in the law
- Seminar in archival enterprise
- Organization development and behavior

Toronto
- (MLS)
- Linguistics for information studies
- Major subject heading and classification systems
- Computing methods in information science
- Automated text analysis
- Electronic information industry
- (PhD)
- Reading courses (2)
- Experimental research in information science
- Measurement in information science
- Computer graphics in information science
- Geopolitics of information
- Information organization and retrieval
- Human behavior in online searching

Washington
- Designing of relational bibliographic data bases

Western Ontario
- Selected topics in statistics
- Professional communication
- Computer fundamentals

Wisconsin-Madison
- Topics in research methods
- Seminar in information agency management
- Topics in information agency management
- Advanced cataloging and classification

Wisconsin-Milwaukee
- Library and information services to special groups:ethnic groups
- Storytelling
- Managing the automated library
- Interpersonal communications for librarians

<u>Courses Dropped</u>

Albany
- Information services to business

Arizona
- Library service to children and young adults

BYU
(old research sequence)
Kent
Ethnic collections and publications
Problems in the history of library and reading
LSU
Organization of document systems:description
Organization of document systems:subject access
UNC
Legal research writing
Librarianship and the law
Seminar in theological librarianship
UNC-Greensboro
Design and production of AV materials
Photography in education
Instructional TV
Pratt
Modern American book publishing
Libraries and the moving image
Pitt
Online bibliographical retrieval
Diagnostics II
Foundations of behavioral theory
Puerto Rico
Principles of information science
Systems analysis
Southern Conn
Programmed instruction
Library instruction
Seminar in library management
Texas
Latin American materials:humanities
Latin American materials:social sciences
Texas Woman's
Printing, publishing and book distribution
Toronto
Major classification systems
Subject approach to information
Wisconsin-Madison
Cataloging:subject approaches
Cataloging:entry headings and descriptions
Planning library buildings
(PhD)
Problems in academic library administration
Seminar in school library/media centers administration

Experimental Courses

Albany
Curriculum linked library and information skills
Current problems in archives and records management
National information policy
Introduction to health sciences information resources management
Advanced microcomputer database development
Evaluation and selection of PC software packages for information

management applications

Alberta
- Special topics:planning library automation
  access to information

Arizona
- Human factors in information systems

BYU
- Advanced reference
- Preservation of library and archival materials

Buffalo
- Bibliographic instruction
- Preservation of library materials

Clarion
- Systems analysis
- Information entrepreneur

Dalhousie
- Libraries and the adult learner
- Oral history

Drexel
- Online in the school environment

Emporia
- Information brokering

Hawaii
- Information and computers in the arts and humanities

Indiana
- Seminar in services to the handicapped
- Management of nonprint services in public and college libraries
- Special topics in academic library management

Maryland
- Marketing management techniques for the information professional
- Introduction to expert systems

UNC
- Information institutes and organizations
- Telecommunications systems
- Human information processing
- Seminar in information science

UNC-Greensboro
- Adult materials and service
- OCLC seminar
- Booktalking
- New and notable picture books
- Spreadsheet applications
- Technical services

Puerto Rico
- Microcomputer applications in libraries
- Spreadsheet applications in libraries

Rutgers
- Methods for effective searching
- Reference interview techniques

Simmons
- Corporate libraries
- Marketing library services

South Carolina
- Online information resources:education
- Genealogy

History of children and young adult literature
Medline searching
Advanced children's materials

Syracuse
Federal science and technology information policy
Evaluating and planning library/information services

Texas Woman's
Computerized information services

Washington
Management of information systems
Collection development
Introduction to relational databases

Wisconsin-Milwaukee
Science books for children
Reference skills in the elementary school
Micros in school library media center management

New Programs

Catholic
Master's with Greek and Latin

LSU
Added program in CLIS with certification in library and information science

UNC-Greensboro
Media supervisor certificate program
Instructional technology specialist

Rutgers
Master's of communication and information studies

Pitt
MST master's in telecommunications

Southern Conn
Adult education master's

Syracuse
BS/IST Bachelor of science in information studies

Texas
Archival enterprise as MLIS focus

Wisconsin-Milwaukee
Concentration in health sciences librarianship

Areas of Curriculum Revised

Arizona
Foreign language requirement dropped
Literature for adolescents now graduate course only
Oral presentation of children's literature graduate course only
Change title: information sources and services in the sciences to literature of science and technology

Catholic
New core curriculum including organization of information, information sources and services, management of information systems and technology, and information in society

Dalhousie
Revised admissions standards

Iowa
Dropped type-of-library course requirement
Added information science requirement
UNC
Information science
Advanced reference and bibliography
Pitt
MSIS practicum reduced to 3 credits to make room for additional course
Rosary
Reduced core courses to 4
Texas Woman's
Reinstated cataloging as a core course

Areas of the Curriculum Reviewed

Emporia
Policy review 87-88
Hawaii
Required courses
UNC
Comprehensives
Information science
Advanced reference and bibliography
Montreal
Overall program evaluation
Oklahoma
Required courses
Pitt
Comprehensive review of new core courses and school library certification courses
Rhode Island
Required courses
South Florida
Changing school library media program

Other Changes

Atlanta
Library and information services to the handicapped placed in seminar format
BYU
Degree title changed from MLS to MLIS
Kent
Curriculum "made less formalistic"
5 course hours increased
Montreal
10 course descriptions changed
1 course title changed
UNC-Greensboro
Dropped educational technology
Revised mission goals and statements
Northern Illinois
3 prerequisite courses added to required course

Saint Johns
Considering compulsory 3-course concentration
Tennessee
Moving to semester system in 1988
Wisconsin-Madison
Minor changes in renumbering cross-listed courses
Wisconsin-Milwaukee
Change title of building library collections to managing library collections
2 course hours changed (course number given but not title)
3 course descriptions changed (number given not title)
12 course's prerequisites changed (number given not title)

Under Consideration

Table III.36 contains the data as reported by respondents related to curriculum changes under consideration. Following the table is a list of the specific changes indicated by the respondents.

Table III. 36: Curriculum Changes Under Consideration, 1986-1987

Category of Change	Number of Schools	
Integrated core	3	
Sixth year-Post-Master's	3	
Doctoral program	3	
Two-year Master's program	1	
Other joint Master's programs	2	1 non-acc
Others	23	2 non-acc

Specific Changes

Alabama
Add doctoral program
Albany
Increase master's from 36 to 45 credits
Arizona
Proposal under consideration to change core/required courses
Buffalo
Add doctoral program
Chicago State
Add joint master's with radio and television
Clarion
Considering adding new elective courses
Columbia
Curriculum committee looking at other options
Drexel
Review undergraduate program
Emory
Close August 1988

Emporia
- Add doctoral program
- Revise prerequisite requirements

Hawaii
- Add certificate in archives and records management
- Combine management courses into one, except school library media

Indiana
- General review of competencies

Kent
- Add undergraduate associate degree program
- Add lab component to core courses

Long Island
- Undergraduate, joint accelerated program with college of arts and sciences

LSU
- Adding joint master's with history and archives

McGill
- Complete curriculum review

Missouri
- Restructure information science

UNC
- Add second track
- Add master's paper for specialization in information science

North Carolina-Central
- Joint masters with school of law
- Develop Master of Information Science (MIS) Degree

UNC-Greensboro
- Add introductory course on computers and emerging communications technology
- Integration of computer skills, knowledge and abilities into all areas of the curriculum

Northern Illinois
- Master's now 39 hours instead of 30 with 9 prerequisite courses

Pratt
- Review entire curriculum

Pitt
- Changes in core of BS/IS
- Proposed change of master's to 45 hours

Puerto Rico
- Changing master's from 36 to 42 units
- Core from 16 to 16 credits
- Combine 2 cataloging courses into 1
- Complete curriculum revision
- Add research methods to the curriculum

Queens
- Combine 2 cataloging courses into one

Rhode Island
- Increase number of hours for course in administration and collection development and one in reference and organization

Rosary
- Plan 6th year or post master's program

Rutgers

Increase from 18 to 21 credits
Possible increase in master's from 36 to 45
Possible undergraduate major in information science

St. John's
Perhaps a new course in archives

Sam Houston
Restructuring program to school librarianship

San Jose
Division brought about a totally new curriculum, added 4 units for a total of 42 hours for the degree

South Carolina
Adding one hour to required course in administration

Southern Conn
Increase distance learning using technology

Southern Miss
Add post master's program
Add joint doctorate with communications

Texas
Add joint master's with Latin American studies
Revision or modification of course topics
Revision of sets of recommended courses

Texas Woman's
Undergraduate major being phased out

Toronto
Offer new master's in information science

Wayne State
Continued review of curriculum

Wisconsin-Madison
May require master's degree research methods course

Wisconsin-Milwaukee
Add information technology to the core

INCOME AND EXPENDITURE

Fred W. Roper

This section of the report provides a descriptive analysis of the data pertaining to the financial status of ALA-accredited schools of library and information science. Reports were received from seven of the schools which do not hold accreditation. Each category of response is reported separately.

Complete financial data were received from only 55 of the 60 eligible ALA-accredited schools. Two surveys which contained incomplete data were not included in the narrative summary but are included in the listing for all schools. The schools which did not return or fully complete the financial section of the report are included in the complete tables of income and expenditures. Tables IV-19 and IV-20, and in institutional benefits, Table IV-21.

The 1986 report contained new numbering for tables in the financial section, and the same numbering has been used again in 1988. In order to enable the reader to make easy comparisons of the present data with those of previous years, a conversion chart for the same tables in earlier report years is again presented as Appendix I.

FUNDING: AMOUNTS AND SOURCES

A total income of $48,226,021 was reported by 55 schools; this represents an average income of $861,179, as shown in Table IV-1. For the second year in succession, the percentage of increase is in double digits. Funding for the schools ranged from a high of $3,955,385 to a low of $315,118. The median income in 1986/87 was $663,761, which represents a decrease of 1.7 percent over the previous year's median income. This suggests that the significant increases are going to the schools with larger budgets and that the schools with smaller budgets, while receiving increases, are not keeping pace with the larger schools.

Table IV-1

NINE-YEAR FUNDING LEVELS

Year	N	Total Income	Average Income	Increase
1978/79	55	$ 29,673,014	$ 539,509	10.7%
1979/80	57	31,670,446	555,622	3.0
1980/81	68	38,722,203	569,444	2.5
1981/82	65	39,610,756	609,396	7.0
1982/83	61	40,646,371	666,334	9.0
1983/84	64	43,749,612	683,588	2.6
1984/85	56	40,026,720	714,763	4.6
1985/86	54	42,645,479	789,731	10.5
1986/87	55	47,974,731	872,268	10.4

(N = Number of schools reporting total income)

The average income continues to increase, and in 1986/87, the rate of increase exceeded that of the previous year. A review of the percentage of increase or decrease for individual schools is reported in Table IV-2.

Table IV-2

PERCENTAGE OF INCREASE/DECREASE IN INCOME

N = 53

Percentage	Increase	Decrease
1-5	8	3
6-10	13	2
11-15	8	4
16-20	8	-
21-25	4	-
26-30	-	-
31-35	-	-
36-40	3	-

The number of schools receiving increases in total income is larger for 1986/87 than for 1985/86: 44 received increases in 1986/87 as opposed to 34 in 1985/86. The increases represented higher percentages. The number of schools receiving decreases declined by 50 percent: from 18 in 1985/86 to 9 in 1986/87. Slightly less than 50 percent of the increases fell in the 6-15 percent range for 1986/87.

The frequency distribution of the total income for ALA-accredited schools is contained in Table IV-3, which shows an increase of one school in the number reporting income over $1,000,000 (15 in 1986/87; 14 in 1985/86). At the lower end of the spectrum, the percentage of schools reporting incomes under $600,000 continues to decrease: 42 percent in 1986/87 as opposed to 44 percent in 1985/86 and 52 percent in 1984/85.

Table IV-3

FREQUENCY DISTRIBUTION OF TOTAL INCOME

N = 55

$ 3,900,000+	1
3,000,000+	-
2,900,000+	-
2,800,000+	-
2,700,000+	-
2,600,000+	-
2,500,000+	-
2,400,000+	-
2,300,000+	-
2,200,000+	-
2,100,000+	-
2,000,000+	-
1,900,000+	-
1,800,000+	2
1,700,000+	1
1,600,000+	-
1,500,000+	1
1,400,000+	1
1,300,000+	4
1,200,000+	4
1,100,000+	-
1,000,000+	1
900,000+	5
800,000+	2
700,000+	3
600,000+	7
500,000+	8
400,000+	11
300,000+	4
200,000+	-
100,000+	-

In Table IV-4, the sources of funds for ALA-accredited schools are described for the nine-year period 1978/79 - 1986/87. Although the largest precentage of funding continues to come from the parent institution, the decrease, which began in 1982/83 and has continued with the exception of 1984/85, is still present. On the other hand, the decline in the percentage of federal funding which has been present since 1983/84 reversed itself in 1986/87 with an increase of almost one percentage point. The percentage of income from "other" sources continues its increase, reaching its highest level in the nine-year period--from 2.96 percent in 1978/79 to 7.49 percent in 1986/87.

Table IV-4

SOURCES OF FUNDS, 1978/79 - 1986/87

		Parent Institution		Federal Funds		Other	
Year	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total
1978/79	55	$ 459,025	85.08	$ 64,513	11.96	$ 15,836	2.96
1979/80	57	486,157	87.50	43,982	7.90	25,572	4.60
1980/81	68	500,008	88.67	40,871	7.25	23,008	4.08
1981/82	65	553,696	90.85	29,731	4.87	25,968	4.28
1982/83	61	584,903	87.78	47,614	7.15	33,817	5.07
1983/84	64	597,431	87.40	42,028	6.15	44,129	6.45
1984/85	56	634,794	88.81	39,585	5.54	40,384	5.65
1985/86	54	691,888	87.61	41,738	5.29	56,105	7.10
1986/87	55	752,831	86.31	53,882	6.18	65,554	7.51

Table IV-5 depicts the frequency distribution of income from the parent institutions in 1986/87. These figures ranged from a high of $3,005,313 to a low of $291,008. The numbers of schools reporting support from the parent institution in amounts under $300,000 continue to decrease: one in 1986/87; two in 1985/86; four in 1984/85; and ten schools in 1983/84. Only six schools reported support in amounts under $400,000 as opposed to ten in 1985/86 and 13 in 1984/85. Only 19 schools reported support under $500,000 as opposed to 24 in 1986/87. Conversely, one additional school reported support in an amount over $1,000,000: 11 in 1986/87 and ten in 1985/86. Of these 11, nine schools were from the United States and two from Canada.

Table IV-5

FREQUENCY DISTRIBUTION OF INCOME FROM PARENT INSTITUTION

N = 55

$ 3,000,000+	1
2,900,000+	-
2,800,000+	-
2,700,000+	-
2,600,000+	-
2,500,000+	-
2,400,000+	-
2,300,000+	-
2,200,000+	-
2,100,000+	-
2,000,000+	-
1,900,000+	-
1,800,000+	-
1,700,000+	1
1,600,000+	1
1,500,000+	-
1,400,000+	1
1,300,000+	-
1,200,000+	7
1,100,000+	-
1,000,000+	-
900,000+	2
800,000+	4
700,000+	4
600,000+	7
500,000+	8
400,000+	13
300,000+	5
200,000+	1
100,000+	-

Schools were again asked to indicate if there was any special basis for receiving funding from the parent institution, such as FTE, credit hours generated, or head count. Table IV-6 provides the responses received from the ALA-accredited schools.

Table IV-6

BASIS FOR FUNDING FROM PARENT INSTITUTION

	YES
FTE	8
Credit Hours	11
Head Count	4
Other	20

(Does not add up to 55. Not all schools responded and some schools indicated more than 1 basis.)

In 1986/87, two more schools reported federal funding than in 1985/86. The average amount of funding increased by approximately $15,000. It should be noted that the median for federal funding is only $16,000 (1985/86: $28,000). Eight schools reported more than $100,000 in federal funding, and this accounts for the high average. One half of the reporting schools indicated support of less than $20,000. Even so, this is the second year in which there has been an increase in federal funding, and the average amount this year is the second highest since 1978/79.

Table IV-7

AVERAGE FEDERAL FUNDING, 1978/79-1986/87
(Excludes those who reported no federal funding)

Year	Number*	Average Amount
1978/79	36/55	$ 98,561
1979/80	39/57	64,149
1980/81	41/68	56,738
1981/82	39/65	49,552
1982/83	35/61	82,984
1983/84	44/64	61,131
1984/85	41/56	54,068
1985/86	38/54	59,312
1986/87	40/57	74,371

*Indicates actual number of schools receiving funds/total number reporting.

The range of federal funds in 1986/87 went from a high of $648,552 to a low of $326 (1985/86: $275,003 to $1,952). Table IV-8 reports the frequency distribution of income from federal funding.

Table IV-8

FREQUENCY DISTRIBUTION OF INCOME FROM FEDERAL FUNDING

N = 40

$ 700,000+	-
600,000+	1
500,000+	1
400,000+	-
300,000+	1
200,000+	1
100,000+	4
90,000+	-
80,000+	2
70,000+	-
60,000+	1
50,000+	1
40,000+	-
30,000+	2
20,000+	6
10,000+	7
9,000+	1
8,000+	8
7,000+	-
6,000+	1
5,000+	1
4,000+	1
3,000+	-
2,000+	-
1,000+	-
900+	-
800+	-
700+	-
600+	-
500+	-
400+	-
300+	1
200+	-
100+	-

Differences in income between schools with doctoral programs and those without continue to be examined. Table IV-9 shows that the total mean income for schools with doctoral programs continues to be more than two times as high as that of schools not offering the doctorate. In 1986/87 the percentages for support from the parent institution are much closer for the two groups than they have been in recent years. There has been a reversal in percentage of federal funds for the two groups: doctoral programs have gone from 6.18 percent to 4.81 percent; programs without the

doctorate have gone from 4.04 percent to 7.97 percent. This is somewhat misleading since the two highest figures reported for federal funding, both over $500,000, came from schools without doctoral programs.

Table IV-9

SOURCES OF FUNDS FOR SCHOOLS WITH/WITHOUT DOCTORAL PROGRAMS, 1986/87

		Parent Institution		Federal Funds		Other		Total Income
Category	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Amount
Doctoral Program	21	$ 1,109,006	85.67	$ 62,224	4.81	$ 123,232	9.52	$ 1,294,462
No Doctorate	34	532,841	87.12	48,730	7.97	30,018	4.91	611,589

Income data for the ALA-accredited schools were first examined by geographic regions in 1982/83; these data are again presented in 1986/87 according to the regional listings used by the American Library Association's Committee on Accreditation. Table IV-10 reports these data.

Table IV-10

REGIONAL DISTRIBUTION OF TOTAL AVERAGE INCOME FOR 1986/87

		Parent Institution		Federal Funds		Other		Total Income
Region	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Amount
Canada	7	$ 943,605	95.36	$ 28,320	2.86	$ 17,641	1.78	$ 989,566
Northeast	13	917,989	81.07	97,086	8.58	117,207	10.35	1,132,282
Southeast	14	610,869	82.56	85,017	11.49	43,986	5.95	739,872
Midwest	11	685,380	89.50	19,347	2.53	61,062	7.93	765,789
Southwest	5	540,156	83.80	11,026	1.71	93,437	14.49	644,620
West	5	809,499	94.21	8,993	1.05	40,728	4.74	859,219

Northeastern US schools continue to receive a smaller percentage of support from the parent institution than do their counterparts in other areas of the US. The schools in this area also continue to report the highest average income in the US. Increases in the percentage of federal funding were seen in the northeast and the southeast. The other regions of the US showed decreases in the percentage of federal funding. In three of the six geographic regions, more than 89 percent of total support is received from the parent institution, with a significant increase in the west.

EXPENDITURES: TYPES AND AMOUNTS

The 1986/87 expenditures by category for member schools are shown in Table IV-11, along with mean expenditures, ranges, and percent of total.

Table IV-11

1986/87 EXPENDITURES OVER SEVEN MAJOR CATEGORIES

N = 56

Category	Amount	Average	% of Total	High	Low
Salaries and Wages	$37,555,103	$670,627	77.85	$2,938,570	$259,607
Teaching and Admin.	4,409,102	78,716	9.14	459,959	6,750
Library	537,605	9,600	1.12	118,455	918
Research	1,964,161	35,074	4.07	525,000	500
Student Aid	2,606,078	46,537	5.40	320,000	1250
Continuing Education	520,810	9,300	1.08	116,000	769
Other	647,232	11,558	1.34	118,650	550
TOTAL	$48,239,091	$861,412	100.00		

A comparison of these figures with those reported for 1985/86 shows increases in expenditures for Salaries and Wages, Library Support, Research, and Continuing Education. Decreases are noted in the categories for Teaching and Administration, Student Aid, and Other. The largest increases were shown for Library Support, 33 percent; Research, 32 percent;

and Salaries and Wages, 18 percent. The decreases were Other, down 17 percent; Student Aid, down 6 percent; and Teaching and Administration, down 1 percent. While it is encouraging to note the increases that did occur, it is of concern that Student Aid expenditures decreased by 6 percent.

Questions relating to the library and information science library facilities were again included in 1986/87. Schools were asked to indicate if they had a separate library; whether the library received its major support from the school; whether the librarian was funded by the school; and if the library was administratively a part of the main library. Table IV-12 displays the responses.

Table IV-12

LIBRARY FACILITIES IN 1986/87

	Separate	Major Support from Library School	Funding for Librarian from Library School	Part of Main Library
Yes	31	14	12	22
No	24	27	28	12

Table IV-13 shows the amount of support given to the library by those schools which reported library support as a direct budget line.

Table IV-13

LIBRARY SUPPORT FROM SCHOOLS IN 1986/87

	Non-Personnel (N = 19)	Personnel (N = 18)
Mean	$ 28,295	$ 67,478
Median	20,000	34,019
High	118,455	307,482
Low	918	3,871

Schools were asked to indicate the allocation of salaries and wages among four categories: faculty specialist, clerical, and students. Table IV-14 provides the distribution for all schools plus a comparison for those with and without the doctoral programs.

Table IV-14

ALLOCATION OF SALARIES AND WAGES, 1986/87

	Faculty			Specialist			Clerical			Students		
	Total	Mean	% of Total	Total	Mean	% of Total	Total	Mean	% of Total	Total	Mean	% of Total
All Schools (N = 56)	$26,664,661	$476,155	76.67	$2,854,636	$50,976	8.21	$3,068,288	$54,791	8.82	$2,192,537	39,152	6.30
Doctoral Program (N = 21)	14,111,656	671,984	72.76	2,003,437	95,402	10.33	1,857,132	88,435	9.57	1,423,856	67,803	7.34
No Doctoral Program (N = 33)	12,553,005	358,657	81.60	851,199	24,320	5.53	1,211,156	34,604	7.87	768,681	21,962	5.00

Although the means increased for all categories, the largest increases were seen in the Specialist category, both for schools with and without doctoral programs (for all schools, $50,976 in 1986/87; $37,935 in 1985/86). Doctoral programs in particular increased the amount spent on specialists: $95,402 in 1986/87; $76,466 in 1985/86.

A review of the teaching and administration expenses by category is provided in Table IV-15.

Table IV-15

TEACHING AND ADMINISTRATION EXPENSES

Category	Mean	High	Low
Supplies (N = 55)	$ 9,716	$ 36,342	$ 461
Communication (N = 53)	13,471	82,640	1,188
Equipment (N = 55)	21,680	134,747	643
Travel (N = 57)	8,760	77,344	853
Computing (N = 51)	14,152	115,330	15
Printing and Duplication (N = 50)	5,902	21,417	500
Dues (N = 49)	1,171	7,269	81
Insurance (N = 5)	547	1,628	12
Advertising (N = 27)	1,575	8,575	16
Other (N = 32)	13,664	103,513	128

Equipment, computing expenses, and communication continue to be the major components of the Teaching and Administration Expenses. While it is encouraging to note that more funds are being allocated to computing expenses, it underscores a major problem that administrators face: how to finance the needed computing components so that graduates will have had the necessary experience to be competitive.

All categories of expenditures were examined for schools with and without doctoral programs, and these results are shown in Table IV-16.

Table IV-16

CATEGORIES OF EXPENDITURES FOR SCHOOLS WITH/WITHOUT DOCTORAL PROGRAMS IN 1986/87

	Salaries		Teaching and Administration		Library		Research	
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean	% of Total
Doctoral Program (N = 21)	$ 997,180	78.06	$114,694	8.98	$ 16,655	1.30	$ 49,150	3.84
No Doctoral Program (N = 35)	474,695	77.60	57,129	9.34	5,367	0.88	26,628	4.34

	Student Aid		Continuing Education		Other		Total
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean
Doctoral Program (N = 21)	$ 77,618	6.08	$ 5,666	0.44	$ 16,561	1.20	$ 1,277,525
No Doctoral Program (N = 35)	27,888	4.56	11,480	1.88	8,556	1.40	611,745

In 1986/87 the Salaries category represented a higher percentage of the total expenditures for schools both with and without doctoral programs. At the same time, the percentage of expenditures for the categories of Teaching and Administration and Student Aid decreased slightly for both groups of schools. For the schools without doctoral programs, the decrease in Student Aid expenditures represents a change of slightly more than 40 percent since 1984/85: 4.56 percent in 1986/87; 5.49 percent in 1985/86; 7.93 percent in 1984/85.

Computing costs for member schools were again examined in 1986/87, and they continue to show great variation. These figures are presented in Table IV-17.

Table IV-17

COMPUTING COSTS

	Mean	High	Low
All Schools (N = 51)	$ 14,152	$115,330	$ 15
Doctoral Programs (N = 21)	23,597	115,330	58
No Doctoral Program (N = 30)	7,541	19,673	15

Schools with doctoral programs continue to have significantly higher expenditures for computing costs. It is discouraging to note that the mean for schools without doctoral programs declined by one percent in 1986/87 even though the mean for all schools increased by 25 percent. The wide disparity among the schools in their ability to be able to provide adequate computer opportunities as seen in the reported highs and lows continues to be very disturbing.

Travel expenditures are reported in Table IV-18.

Table IV-18

TRAVEL COSTS

	Mean	High	Low
All Schools (N = 57)	$ 8,760	$ 77,344	$ 853
Doctoral Programs (N = 22)	12,610	77,344	2000
No Doctoral Program (N = 35)	6,340	17,996	853

Travel expenditures in 1986/87 are very similar to those in previous years with slight increases in the means for both categories of schools.

SUMMARY

Considerably fewer schools reported budget decreases in 1986/87; increases were reported at a higher percentage than in recent years. The 10.4 percent increase in average income continued the percentages reported in 1985/86: 10.4 percent in 1986/87; 10.5 percent in 1985/86. The overall financial picture continues to be relatively healthy or at least continues to show growth.

Tables IV-19 and IV-20 present the complete income and expenditure figures for the ALA-accredited schools who responded to the survey. Schools which did not respond or which submitted incomplete data are included in the list of schools.

Table IV-19

TOTAL INCOME AND SOURCE, 1986/1987

School	Parent Institution	Federal Grants/Contracts	CE Activities	Endowment/ Trust Funds	State/Provincial Grants/Contract	Other	Total Sources of Funds
Alabama	$ 626,501	$ 13,000	$ -	$ -	$ -	$ 17,687	$ 657,188
Albany	894,327	20,800	19,332	-	13,200	32,462	980,141
Alberta	793,846	-	-	-	-	-	793,846
Arizona	462,910	8,000	-	-	-	46,240	517,150
Atlanta	337,370	101,912	-	1,000	-	5,773	446,055
Brigham Young	416,005	-	-	-	-	-	416,005
British Columbia	627,179	-	-	15,270	-	14,233	656,682
Buffalo	610,591	20,000	-	-	-	-	630,591
California, Berkeley	1,253,499	-	-	-	-	-	1,253,499
California, L.A.	1,409,236	5,077	-	-	-	82,817	1,497,130
Catholic	636,383	648,552	-	49,862	11,079	-	1,345,876
Chicago*	232,251	11,342	-	-	-	6,697	251,290
Clarion*	-	-	-	-	-	-	-
Columbia*	-	-	-	-	-	-	-
Dalhousie	464,984	-	-	-	-	6,263	471,247
Drexel*	-	-	-	-	-	-	-
Emory	721,279	-	6,900	12,500	-	4,283	744,962
Emporia Kansas	502,200	326	6,091	11,515	-	2,742	522,874
Florida State	890,228	28,000	-	6,000	35,365	-	959,593
Hawaii	449,207	-	-	-	-	-	449,207
Illinois	665,653	-	20,735	33,820	86,819	144,347	941,374
Indiana	1,245,507	8,000	-	6,525	-	-	1,260,032
Iowa	393,223	8,000	11,603	2,061	25,308	20,936	461,131
Kent	737,932	8,000	66,653	-	-	12,339	824,924
Kentucky	791,355	13,580	-	-	42,429	-	847,364
Long Island	466,456	16,000	2,945	-	14,952	7,089	507,422
Louisiana	524,568	-	-	-	-	38,677	563,245
Maryland	1,206,175	21,044	51,521	-	-	74,104	1,352,744
McGill	506,900	-	4,465	-	-	12,100	523,465
Michigan	1,207,382	56,640	7,415	1,390	-	74,389	1,347,216
Missouri	622,019	34,084	-	100	-	7,558	663,761
Montreal	874,418	28,941	-	-	-	34,654	938,013
North Caroline	1,295,827	361,033	-	50,683	41,615	89,604	1,838,762
North Caroline Central	507,931	118,915	-	-	-	-	626,846
North Caroline Gr'boro	343,035	4,800	-	4,289	2,000	250	354,374
North Texas	513,444	14,930	-	-	-	663	529,037
Northern Illinois	367,277	-	-	-	-	-	367,277
Oklahoma	306,549	12,204	-	3,449	-	19,700	341,902
Peabody	413,451	8,000	-	41,400	-	-	462,851
Pittsburgh	3,005,313	155,220	6,129	96,945	183,991	507,787	3,955,385
Pratt	434,768	-	-	-	-	-	434,768
Queens	291,008	24,000	-	-	-	-	315,008

*data incomplete or not supplied

Table IV-19 (continued)

TOTAL INCOME AND SOURCE, 1986/1987

School	Parent Institution	Federal Grants/Contracts	CE Activities	Endowment/ Trust Funds	State/Provincial Grants/Contract	Other	Total Sources of Funds
Rosary	485,942	-	9,783	-	-	-	495,725
Rutgers	1,274,192	87,000	-	-	197,764	-	1,558,956
San Jose*	-	-	-	-	-	-	-
Simmons	1,235,841	60,853	6,265	68,049	20,000	-	1,391,008
South Carolina	669,915	8,000	4,010	8,758	9,250	-	699,933
South Florida	400,170	-	-	-	-	-	400,170
Southern Connecticut	464,897	-	-	-	16,180	-	481,077
Southern Mississippi	582,447	8,000	116,000	-	-	19,200	725,647
St. John's	481,706	6,782	2,100	-	-	5,000	495,588
Syracuse	932,198	201,847	31,670	92,768	12,605	-	1,271,088
Tennessee	448,094	525,000	3,535	-	-	54,598	1,031,227
Texas	933,250	8,000	29,254	24,226	54,373	225,774	1,274,877
Texas Women's	484,628	12,000		60,326	-	3,178	560,132
Toronto	1,752,584	-	-	-	4,280	-	1,756,864
Washington	519,550	39,887	38,439	23,831	1,000	57,551	680,258
Western Ontario	1,612,321	169,300	-	-	-	32,221	1,813,842
Wisconsin - Madison	814,854	88,769	-	1,900	4,617	76,622	986,762
Wisconsin - Milwaukee	507,194	9,000	21,043	-	-	15,373	552,610
TOTAL	41,638,970	2,974,858	465,788	616,667	776,827	1,752,911	48,226,021

Table IV-20

TOTAL EXPENDITURES, 1986/1987

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
Alabama	$ 561,696	$ 48,705	$ -	$ -	$ 46,787	$ -	$ -	$ 657,188
Albany	915,147	50,872	-	3,936	8,000	2,186	-	980,141
Alberta	743,904	46,480	3,462	-	-	-	-	793,846
Arizona	440,309	26,601	-	-	50,240	-	-	517,150
Atlanta	259,607	36,274	20,000	62,174	68,000	-	-	446,055
Brigham Young	378,923	37,082	-	-	-	-	-	416,005
British Columbia	618,194	52,342	12,734	-	-	-	-	683,270
Buffalo	557,685	65,906	-	-	10,000	-	-	630,591
California, Berkeley	992,931	182,322	918	57,428	19,900	-	-	1,253,499
California, L.A.	1,267,838	149,166	15,387	24,207	39,532	-	1,000	1,497,130
Catholic	917,936	66,013	-	236,138	37,660	88,129	-	1,345,876
Chicago*	-	-	-	-	-	-	-	-
Clarion*	-	-	-	-	-	-	-	-
Columbia*	-	-	-	-	-	-	-	-
Dalhousie	391,215	38,359	-	1,660	33,750	-	-	464,984
Drexel*	-	-	-	-	-	-	-	-
Emory	400,250	25,971	28,886	-	286,055	3,800	-	744,962
Emporia Kansas	478,547	35,370	-	-	5,250	3,485	500	523,202
Florida State	746,133	144,095	-	49,365	20,000	-	-	959,593
Hawaii	404,463	44,744	-	-	-	-	-	449,207
Illinois	687,818	75,799	-	86,819	135,746	-	54,371	1,040,553
Indiana	986,347	89,484	-	-	187,273	-	-	1,263,104
Iowa	341,787,	45,130	-	-	62,573	11,603	-	461,093
Kent	656,445	80,485	-	500	8,000	39,747	-	785,177
Kentucky	603,254	206,108	-	13,615	24,387	-	-	847,364
Long Island	433,733	34,930	-	11,444	27,867	-	-	507,974
Louisiana	461,747	62,821	-	-	-	-	-	524,568
Maryland	1,056,331	146,261	44,272	31,315	23,144	51,421	-	1,352,744
McGill	472,331	40,712	-	-	8,500	2,635	1,638	525,816
Michigan	979,411	129,116	-	-	320,000	10,599	5,711	1,444,837
Missouri	470,711	70,668	-	21,031	13,653	-	87,698	663,761
Montreal	845,113	60,818	-	24,074	-	-	15,235	945,240
North Carolina	1,098,496	225,827	2,500	-	191,218	-	118,650	1,636,691
North Carolina Central	509,392	56,932	55,517	-	5,005	-	-	626,846
North Carolina Gr'boro	328,072	7,632	-	7,713	6,300	2,000	2,662	354,379
North Texas	429,500	76,758	13,402	-	9,377	-	-	529,037
Northern Illinois	266,647	29,692	-	-	-	38,392	32,546	367,277
Oklahoma	291,422	21,513	-	-	11,449	-	17,518	341,902
Peabody	313,785	14,630	-	-	134,436	-	-	462,851
Pittsburgh	2,938,570	459,959	-	313,449	120,703	7,210	98,078	3,937,969

*data incomplete or not supplied

Table IV-20 (continued)

TOTAL EXPENDITURES, 1986/1987

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
Pratt	388,068	40,609	-	-	o,090	-	-	434,767
Queens	275,258	6,750	9,000	-	-	-	-	291,008
Rosary	392,386	103,339	-	-	-	-	-	495,725
Rutgers	1,201,081	49,111	1,000	284,764	23,000	-	-	1,558,956
San Jose	384,854	37,680	-	-	5,700	-	-	428,234
Simmons	1,063,568	114,572	57,000	37,353	110,000	6,490	4,250	1,393,233
South Carolina	594,415	68,725	3,186	4,110	6,005	2,785	8,681	687,907
South Florida	341,580	18,764	-	-	20,724	19,102	-	400,170
Southern Connecticut	357,960	86,197	20,740	-	-	16,180	-	481,077
Southern Mississippi	528,354	54,092	-	-	11,000	116,000	16,200	725,646
St. John's	328,245	32,392	-	-	4,800	13,799	115,730	494,966
Syracuse	775,685	108,732	34,324	17,433	287,286	10,777	-	1,234,237
Tennessee	416,435	69,257	-	525,000	30,000	3,535	-	1,044,227
Texas	1,049,758	132,716	-	-	67,475	25,117	-	1,275,066
Texas Women's	460,959	28,859	-	-	32,830	1,486	-	524,134
Toronto	1,568,604	125,727	60,033	-	-	2,500	-	1,756,864
Washington	506,609	59,752	-	20,608	53,850	38,439	1,000	680,258
Western Ontario	1,449,342	126,054	118,455	56,576	1,250	709	61,396	1,813,842
Wisconsin - Madison	790,713	75,942	36,789	70,484	5,890	2,624	4,318	986,760
Wisconsin - Milwaukee	435,539	86,255	-	2,965	25,373	-	-	550,132
TOTAL	37,555,103	4,408,102	537,605	1,964,161	2,786,849	520,810	647,232	48,239,091

Schools were also asked to indicate areas in which they received direct benefit and for which their budgets were not charged. Table IV-21 shows the schools reporting additional benefits and the amounts accruing from them.

Table IV-21

INSTITUTIONAL BENEFITS

Alabama	$ -	Missouri	$23,154
Albany	19,800	Montreal	-
Alberta	43,931	North Carolina	268,294
Arizona	66,638	North Carolina Central	14,847
Atlanta	37,000	North Carolina at Greensboro	11,201
Brigham Young	24,536	North Texas	8,200
British Columbia	24,034	Northern Illinois	-
Buffalo	37,000	Oklahoma	2,200
California, Berkeley	247,526	Peabody	-
California, Los Angeles	-	Pittsburgh	495,556
Catholic	128,057	Pratt	-
Chicago	-	Queens	-
Clarion	-	Rosary	53,026
Columbia	-	Rutgers	193,000
Dalhousie	10,000	St. John's	-
Drexel	-	San Jose	-
Emory	-	Simmons	183,772
Emporia Kansas	9,963	South Carolina	4,000
Florida State	-	South Florida	23,093
Hawaii	9,700	Southern Connecticut	-
Illinois	-	Southern Mississippi	-
Indiana	-	Syracuse	18,000
Iowa	51,169	Tennessee	25,000
Kent	17,248	Texas	-
Kentucky	169,701	Texas Woman's	48,145
Long Island	-	Toronto	-
Louisiana	-	Washington	15,000
Maryland	35,200	Western Ontario	-
McGill	105,700	Wisconsin - Madison	-
Michigan	111,892	Wisconsin - Milwaukee	191,500

NON-ALA ACCREDITED SCHOOLS

Seven of the non-ALA accredited schools returned survey forms, and their income and expenditure figures are presented in Tables IV-22 and IV-23. No attempt has been made to analyze them.

Table IV-22

SOURCES OF INCOME OF NON-ALA ACCREDITED SCHOOLS, 1986/87

School	Parent	Federal	Other	Total
Chicago St.	$ 166,030	-	-	166,030
East Carolina	418,491		5,100	423,591
Kutztown	-	-	-	-
Puerto Rico	234,870		7,554	241,870
Rhode Island	416,133	-	2,484	418,617
Sam Houston St.	284,565	-	30.329	314,894
Wayne	568,336	8,000	117,739	694,075

Table IV-23

TOTAL EXPENDITURES OF NON-ALA ACCREDITED SCHOOLS, 1986/87

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
Chicago St.	$ 160,730	$ 1,800	$ -	$ 3,500	$ -	$ -	$ -	$ 166,030
East Carolina	395,020	23,471	-	2,600	2,200	-	300	423,591
Kutztown	128,000	2,325	-	6,800	-	-	-	137,125
Puerto Rico	218,230	20,031	-	-	7,554	-	-	245,815
Rhode Island	362,413	40,670	-	15,534	-	-	-	418,617
Sam Houston St.	273,742	39,381	-	1,770	-	-	-	314,893
Wayne	448,365	93,971	4,000	113,261	478	34,000	-	694,075

Appendix I

CONVERSION CHART FOR TABLES IN PREVIOUS REPORTS

Brief Title	1988 & 1987	1986	1985	1984	1983	1982	1981	1980
Funding Levels	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1
Increase/Dec.	IV-2	IV-2	IV-1a	IV-1a	-	-	-	-
Freq. Dist. Inc.	IV-3	IV-3	IV-2	IV-2	IV-2	Fig. IV-1	Fig. IV-1	Fig. IV-1
Sources/Funds	IV-4	IV-4	IV-3	IV-3	IV-3	IV-2	IV-2	IV-2
Freq. Dist. Par.	IV-5	IV-5	IV-4	IV-4	IV-4	-	-	-
Funding Basis	IV-6	IV-6	IV-4a	-	-	-	-	-
Av. Fed. Funding	IV-7	IV-7	IV-5	IV-5	IV-5	IV-3	IV-3	IV-3
Freq. Dist. Fed.	IV-8	IV-8	IV-5a	-	-	-	-	-
Sources Ph.D.	IV-9	IV-9	IV-7	IV-7	IV-7	-	-	IV-5
Reg. Dist. Inc.	IV-10	IV-10	IV-7a	IV-7a	-	-	-	-
Annual Exp.	IV-11	IV-11	IV-8	IV-8	IV-8	IV-5	IV-5	IV-6
Library Facil.	IV-12	IV-12	IV-8a	-	-	-	-	-
Library Supp.	IV-13	IV-13	IV-8b	IV-6	IV-6	IV-4	IV-4	-
Sal./Wages All.	IV-14	IV-14	IV-9 rev.	IV-9	IV-9	IV-6	IV-6	IV-8
Teach/Admin Exp.	IV-15	IV-15	IV-9a	-	-	-	-	-
Exp. Ph.D.	IV-16	IV-16	IV-10	IV-10	IV-10	-	-	-
Computing	IV-17	IV-17	IV-10a	IV-10a	-	-	-	-
Travel	IV-18	IV-18	IV-10b	IV-10b	-	-	-	-
Total Income	IV-19	IV-19	IV-11 rev.	IV-11	IV-11	IV-7	IV-7	IV-9a
Total Expend.	IV-20	IV-20	IV-12	IV-12	IV-12	IV-9	IV-9	IV-10a
Inst. Benefits	IV-21	IV-21	IV-12a	IV-12a	-	-	-	-
Income/Assoc.Mem.	IV-22	-	IV-13	IV-13	IV-13	IV-8	IV-8	IV-9b

Appendix I (continued)

CONVERSION CHART FOR TABLES IN PREVIOUS REPORTS

Brief Title	1987	1986	1985	1984	1983	1982	1981	1980
Exp./Assoc.Mem.	IV-23	-	IV-14	IV-14	IV-14	IV-10	IV-10	IV-10b
Regress/Anal.	-	-	-	-	-	-	IV-5b	-
Mean Inc./Lib.	-	-	-	-	-	IV-4	IV-4	IV-4
Sals/Wages Alloc Member Schools Supp;Ph.D.;Priv/pub	-	-	-	-	IV-15	-	-	-

CONTINUING PROFESSIONAL EDUCATION

By

M. Kent Mayfield

Data presented in the Continuing Professional Education Section of the 1988 Library and Information Science Education Report, which profiles continuing education activities and their management characteristics, are comparable to similar data in the report of 1987. Only events which were identified for a target audience of practicing professionals in library of information science are reported in this section. Program offerings designed as part of a given degree program are excluded fromthis report but may be found in the curriculum section of the volume.

Of the library and information sciences programs accredited by the American Library Association during any part of the 1986-87 academic year, sixty provided information on continuing professional education. One school (North Carolina--Central) did not respond at all. A total of sixty-five schools responded; forty-nine (75%) schools reported continuing education events for the report year, down one percent from 1985-86. Among non-ALA accredited institutions, only Sam Houston provided complete data.

Table V-1 lists the number of events offered during the 1986-87 academic year, the total number of contact hours of instruction,and the total enrollments:

Table V-1: Number, Duration, and Enrollment of Continuing Education Events, 1986-1987

Name of College	Number of Events	Clock Hours	Attendance
Alabama	*	*	*
Albany	4	44	106
Alberta	11	11	276
Arizona	*	*	*
Atlanta	*	*	*
Brigham Young	*	*	*
British Columbia	*	*	*

Table V-1, Cont'd: Number, Duration, and Enrollment of Continuing Education Events, 1986-1987

Name of College	Number of Events	Clock Hours	Attendance
Buffalo	7	36	449
Berkeley	*	*	*
UCLA	6	49	NA
Catholic	5	240	NA
Chicago	*	*	*
Chicago State	*	*	*
Clarion	1	8	35
Columbia	32	630	400
Dalhousie	15	23	645
Drexel	7	71	290
East Carolina	5	50	176
Emory	1	80	16
Emporia	7	NA	441
Florida State	6	35	280
Hawaii	17	NA	640
Illinois	2	34	339
Indiana	0	0	0
Iowa	7	28	526
Kent	*	*	*
Kentucky	6	40	312
Kutztown	*	*	*
Long Island	1	6	65
Louisiana State	1	7	76

Table V-1, Cont'd: Number, Duration and Enrollment of Continuing Education Events, 1986-1987

Name of College	Number of Events	Clock Hours	Attendance
Maryland	16	78	369
McGill	28	169	1670
Michigan	12	114	429
Missouri	18	63	581
Montreal	*	*	*
North Carolina	17	78	709
NC - Central	NR	NR	NR
N.C. Greensboro	2	16	63
Northern Illinois	10	NA	683
North Texas	*	*	*
Oklahoma	5	NA	311
Peabody (Vanderbilt)	*	*	*
Pittsburgh	11	66	101
Pratt	*	*	*
Puerto Rico	6	66	155
Queens	*	*	*
Rhode Island	7	20	78
Rosary	11	72	147
Rutgers	18	121	509
St. John's	10	22	635
Sam Houston	1	6	704
San Jose	*	*	*
Simmons	3	25	108

Table V-1, Cont'd: Number, Duration, and Enrollment of Continuing Education Events, 1986-1987

Name of College	Number of Events	Clock Hours	Attendance
South Carolina	14	78	885
Southern Connecticut	4	35	106
Southern Mississippi	12	224	983
Syracuse	2	14	350
Tennessee	8	39	168
Texas--Austin	13	25	834
Texas Women's	4	48	203
Toronto	18	145	437
Washington	30	168	866
Wayne State	10	16	551
Western Ontario	1	40	7
Wisconsin--Madison	59	636	1551
Wisconsin--Milwaukee	11	37	218

Key:
* - Blank Report (No CE Activity)
NA - Information Not Available
NR - No Report

Table V-2 compared the number of continuing education events from 1980-81 though 1986-87. The academic year 1986-87 shows a continuation of the recovery noted in 1985-1986 following a period of decline since 1980-81. The recent increase, from 480 to 500 events, represents a four percent increase over 1985-86.

Table V-2: Seven-Year Comparison of Continuing Education Education Events, 1980-1987

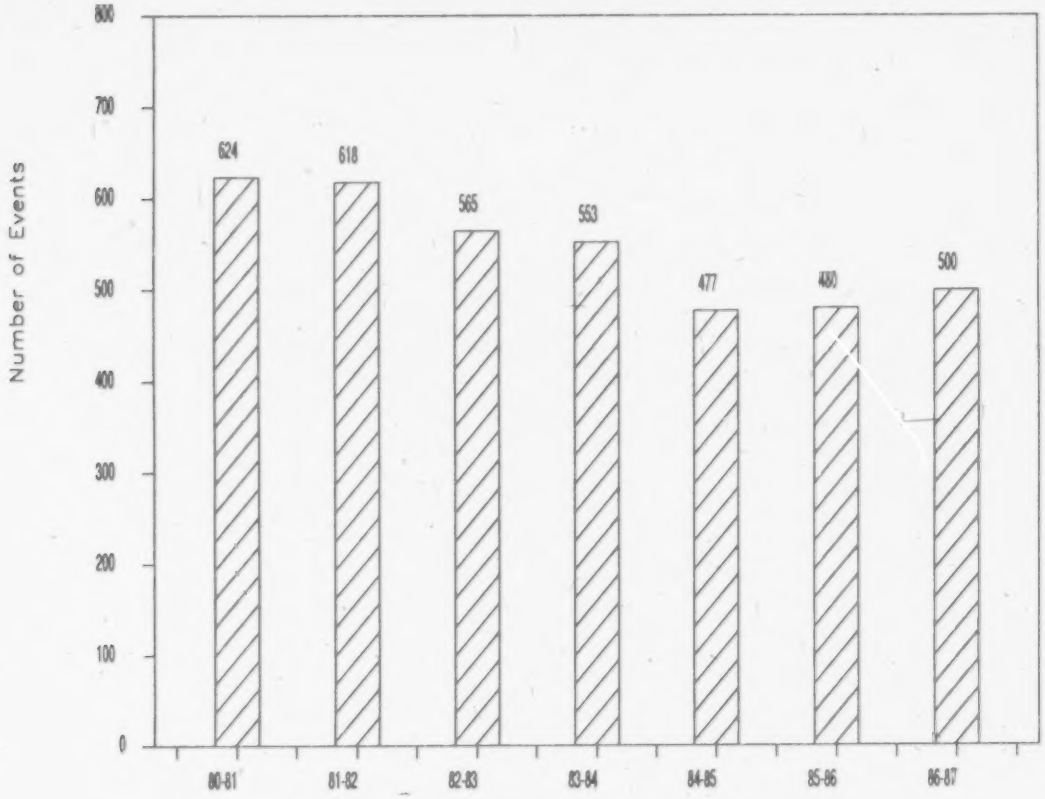

Table V-3 provides a summary of total continuing education activity reported with comparative information by type of event. A total of 500 activities were presented for 3,933.5 instructional hours with an enrollment of 18,830. This illustrates a significant increase both in number of clock hours (15%) and in total enrollment (17%).

Table V-3: Summary of Number, Duration, Enrollment, & Location of Continuing Education Events, 1986-87

Non-Credit Activity	Number Held	Contact Hours	Attendance	Programs Offering CEUs	Number of CEUs Awarded	Number Held on-Campus	Number Held off-Campus	Delivered by Alternative Methods
Institute Symposium Conference Forum	65	797	6,324	14	261	52	8	1
Workshop	177	1,251	4,659	54	574	149	38	0
Seminar	51	421	1,179	21	598	44	7	0
Colloquium Lecture	139	220	5,218	14	386	113	3	0
Short Course	64	1,031	1,333	7	55	59	3	8
Tutorial or Individualized Instruction	0	0	0	0	0	0	0	0
Other Formats	4	216	117	3	63	4	0	3
TOTALS:	500	3,934	18,830	113	1,937	421	59	12

Table V-3 also reports the number of CEU's, by number of events and total CEU's awarded. (A CEU is defined as a unit of credit representing ten contact hours of participation in an organized continuing education experience under resposible sponsorship, capable direction and qualified instruction. The "contact hour: is a standard unit of measure ment commonly equated to fifty (50) minutes of participation in an organized learning activity.) Of the 49 schools reporting continuing professional activities, the following 16 schools (33%) awarded CEU's.

SUNY - Buffalo	Missouri	St. John's
East Carolina	Oklahoma	Sam Houston
Florida State	Pittsburgh	Texas
Iowa	Puerto Rico	Wisconsin - Madison
Kentucky	Rosary	Wisconsin - Milwaukee
Long Island	Rutger's	

Table V-3 also includes information on location of event presentation (on-campus, off-campus, alternate delivery method). While we may note substantial increase in the number of events offered utilizing alternative delivery systems, most continuing education is offered off-campus.

Table V-4 presents a seven-year comparison of events by type. Major changes are reported for colloquia/lectures and short courses. Institutes continue to decline, while workshops extend the pattern of growth noted first in 1984-85. As noted in Table V-5, however, attendance in all types of events during 1986-87 has shown marked improvement over the last year with the exception of tutorial courses or individualized instruction.

Table V-4: Seven-Year Comparison of Number of Continuing Education Events, by Type of Event, 1980-87

Type of Event	80-81	81-82	82-83	83-84	84-85	85-86	86-87
Institute Symposium Conference Forum	161	121	70	64	92	73	65
Workshop	170	239	209	147	172	176	177
Seminar	52	64	58	31	40	54	51
Colloquium Lecture	141	123	163	184	107	120	139
Short Course	67	53	55	68	62	53	64
Tutorial or Individualized Instruction				8	1	1	0
Other Formats	33	18	10	1	3	3	4
TOTALS:	624	618	565	503	477	480	500

Table V-5: Seven-Year Comparison of Continuing Education Enrollments by Type of Event, 1980-1987

Type of Event	80-81	81-82	82-83	83-84	84-85	85-86	86-87
Institute Symposium Conference Forum	9,398	9,998	5,519	5,410	5,986	4,985	6,324
Workshop	5,106	8,138	7,014	5,637	5,871	4,085	4,659
Seminar	2,095	1,556	2,679	691	894	1,166	1,179
Colloquium Lecture	4,115	2,882	6,306	4,815	4,465	4,109	5,218
Short Course	1,252	1,086	863	1,697	1,469	1,181	1,333
Tutorial or Individualized Instruction				270	3	50	0
Other Formats	1,337	597	319	32	129	68	117
Totals:	23,303	24,257	22,700	18,552	18,817	15,644	18,830

Table V-6 compares overall enrollment figures in continuing education since 1980. A sharp reduction in enrollment has been reported since 1982, reaching its nadir with the 1985-86 reporting year. The 1986-87 enrollment figures rise sharply to the level of 1984-85. The data as reviewed give little clue to the factors which influence enrollment, although further attention might be paid to target audiences, logistic incentives, and economic indices in analyzing patterns of enrollment.

Table V-6: Seven Year Comparison of Continuing Education Enrollments, 1980-1987

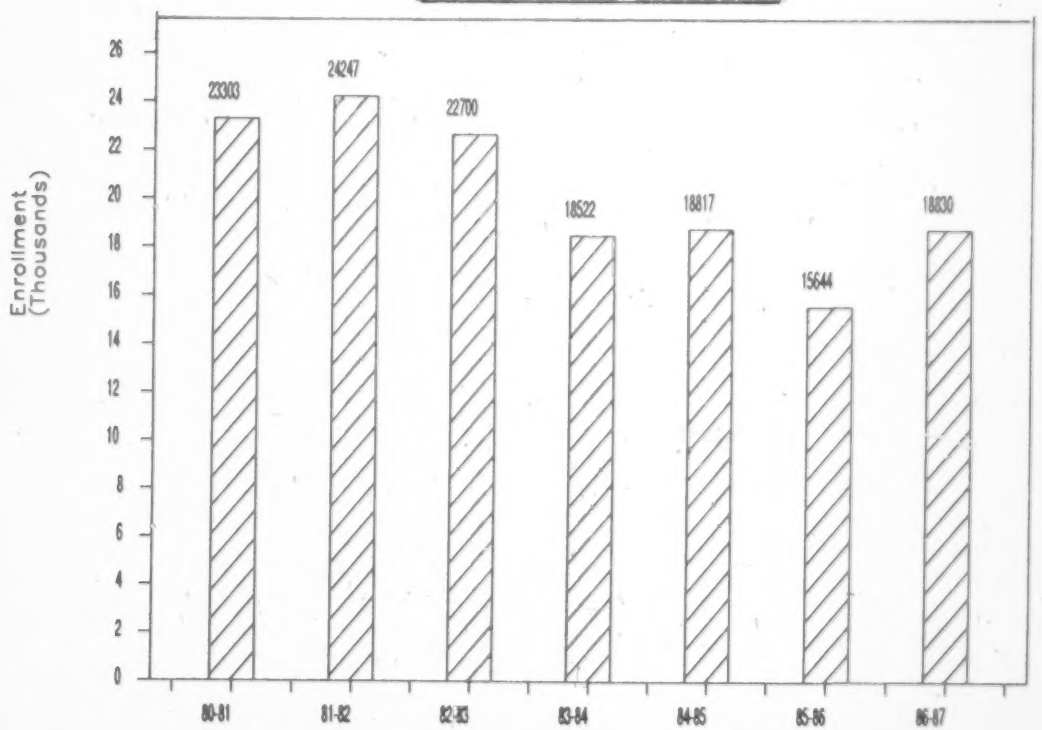

Table V-7 summarizes information on credit courses specifically designed for and presented to practitioners not enrolled in degree programs. Evening courses are reported again this year. Fifteen schools offered a total of 85 courses with credit from 1-3 or more credit hours. Total enrollment figures illustrate remarkable growth over 1985-86, when only 633 enrollments were reported. Table V-8 details credit offerings from the fifteen schools reporting.

Table V-7: Summary of Credit Course Offerings for Continuing Education Events, 1986-1987

Credit Activity	1 Credit Hour	1.5 Credit Hour	2 Credit Hour	3 Credit Hour	Total Enrolled	No. held on Campus	No. held off Campus
1-2 wk. short course	22		1	12	1007	34	0
3-4 wk. short course				6	141	6	0
5-6 wk. short course				4	70	4	0
7+ wk. course			4	15	138	3	16
Evening				13	163	25	2
Weekend	2			3	116	12	0
Other:	1				62	5	1
Totals:	25	0	5	53	1697	89	19

Table V-8: Credit Course Offerings for Continuing Education, 1986-1987

School	Type of Credit	1 Credit	2 Credit	3+ Credit	Total Enrollment
Catholic	1-2 wk			3	75
	3-4 wk			5	125
East Carolina	workshop	5			na
Florida State	weekend			2	60
Iowa	weekend	1			44
Kent State	short course	18	1		623
Michigan	1-2 wk	1			118
Missouri	2 day	1			62
NC Chapel Hill	3-4 wk			1	16
Pittsburgh	evening			1	6
Rutgers	7+ week		4	15	138
Sam Houston	weekend			1	5
South Carolina	5-6 wk			3	42
So. Mississippi	1-2 wk			4	90
	5-6 wk			1	28
Texas Women's	1-2 wk			1	25
Washington	1-2 wk			4	76
	evening			12	157
	weekend	1			7
TOTALS		27	5	53	1697

Reported in percentages by individual schools, Table V-9 compares the geographic groups to which continuing education events were targeted. The state and local priorities of graduate schools of library and information science remain clear; relatively few schools report significant interest in regional or national markets.

Table V-9: Geographic Target Groups for Continuing Education Events, 1986-87

Name of College	% Local	% State/ Province	% Regional	% National Int'l
Kent	60	30	4	6
Kentucky	0	100	0	0
Kutztown	*	*	*	*
Long Island	95	5	0	0
Louisiana State	80	20	0	0
Maryland	64	24	7	5
McGill	100	0	0	0
Michigan	50	30	15	5
Missouri	0	0	100	0
Montreal	*	*	*	*
North Carolina	0	75	20	20
NC - Central	nr	nr	nr	nr
N.C. Greensboro	70	30	0	0
Northern Illinois	90	10	0	0
North Texas	*	*	*	*
Oklahoma	40	60	0	0
Peabody (Vanderbilt)	*	*	*	*
Pittsburgh	100	0	0	0
Pratt	na	na	na	na
Puerto Rico	80	20	0	0
Queens	*	*	*	*
Rhode Island	45	35	20	0
Rosary	100	0	0	0
Rutgers	50	40	9	1
St. John's	75	15	7	3

Table V-9: Geographic Target Groups for Continuing Education Events, 1986-87

Name of College	% Local	% State/ Province	% Regional	% National Int'l
Alabama	*	*	*	*
Albany	85	10	5	0
Alberta	90	0	10	0
Arizona	*	*	*	*
Atlanta	*	*	*	*
Brigham Young	*	*	*	*
British Columbia	*	*	*	*
Buffalo	90	10	0	0
Berkeley	*	*	*	*
UCLA	90	10	0	0
Catholic	80	15	5	0
Chicago	*	*	*	*
Chicago State	*	*	*	*
Clarion	0	0	100	0
Columbia	35	0	0	65
Dalhousie	85	10	5	0
Drexel	75	25	0	0
East Carolina	0	0	100	0
Emory	na	na	na	na
Emporia	0	100	0	0
Florida State	10	50	20	20
Hawaii	95	0	0	5
Illinois	20	20	20	40
Indiana	na	na	na	na
Iowa	40	50	10	0

Table V-9: Geographic Target Groups for Continuing Education Events, 1986-87

Name of College	% Local	% State/ Province	% Regional	% National Int'l
Sam Houston	0	100	0	0
San Jose	*	*	*	*
Simmons	na	65	23	2
South Carolina	50	40	10	0
Southern Connecticut	0	100	0	0
Southern Mississippi	10	50	30	10
Syracuse	75	20	5	0
Tennessee	70	0	30	0
Texas--Austin	42	44	4	8
Texas Women's	85	15	0	0
Toronto	60	10	25	5
Washington	50	29	10	1
Wayne State	80	20	0	0
Western Ontario	0	90	10	0
Wisconsin--Madison	15	63	20	2
Wisconsin--Milwaukee	87	12	1	0

Sources of financial support for continuing professional education are reported in Table V-10. While the level of support from institutional funds is well below that reported from fees, the separation is not so marked as in past years. The mean level of support from reporting institutions is 46 percent, while themean level of support of support from fees stands at 71.5%, up only slightly from the 1985-86 reported mean of 68.5 percent.

Table V-10: Sources of Financial Support for Continuing Education Programs, 1986-87

Name of School	Institution	Federal Funds	Fees	Contracts/ Grants	Other
Alabama	*	*	*	*	*
Albany	0	0	72	28	0
Alberta	90	0	0	0	10 (CS)
Arizona	*	*	*	*	*
Atlanta	*	*	*	*	*
Brigham Young	*	*	*	*	*
British Columbia	*	*	*	*	*
Buffalo	90	0	0	0	10 (CS)
Berkeley	*	*	*	*	*
UCLA	*	0	100	0	0
Catholic	100	0	0	0	0
Chicago	*	*	*	*	*
Chicago State	*	*	*	*	*
Clarion	0	0	100	0	0
Columbia	0	0	100	0	0
Dalhousie	95	0	0	0	5 (SS)
Drexel	10	0	80	10	0
East Carolina	30	0	10	60	0
Emory	25	0	75	0	0
Emporia	0	0	60	40	0
Florida State	20	0	80	0	0
Hawaii	0	0	90	0	10 (SP)
Illinois	5	0	85	10	0
Indiana	NA	NA	NA	NA	NA

Table V-10: Sources of Financial Support for Continuing Education Programs, 1986-87

Name of School	Institution	Federal Funds	Fees	Contracts/ Grants	Other
Iowa	15	0	85	0	0
Kent	0	0	100	0	0
Kentucky	0	0	100	0	0
Kutztown	*	*	*	*	*
Long Island	0	0	0	0	NA (SS)
Louisiana State	0	0	100	0	0
Maryland	60	0	40	0	0
McGill	0	0	100	0	0
Michigan	25	0	75	0	0
Missouri	0	0	100	0	0
Montreal	*	*	*	*	*
North Carolina	20	0	20	60	0
NC - Central	NR	NR	NR	NR	NR
N.C. Greensboro	20	50 (LSCA)	30	0	0
Northern Illinois	0	0	0	0	100 (CR)
North Texas	*	*	*	*	*
Oklahoma	0	0	40	60	0
Peabody (Vanderbilt)	*	*	*	*	*
Pittsburgh	50	0	50	0	0
Pratt	NA	NA	NA	NA	NA
Puerto Rico	75	0	25	0	0
Queens	*	*	*	*	*
Rhode Island	70	0	30	0	0

Table V-10: Sources of Financial Support for Continuing Education Programs, 1986-87

Name of School	Institution	Federal Funds	Fees	Contracts/ Grants	Other
Rosary	0	0	100	0	0
Rutgers	50	0	50	0	0
St. John's	90	0	10	0	0
Sam Houston	100	0	0	0	0
San Jose	*	*	*	*	*
Simmons	30	0	70	0	0
South Carolina	90	0	0	0	10 (EDW)
Southern Connecticut	50	0	50	0	0
Southern Mississippi	5	0	95	0	0
Syracuse	50	0	50	0	0
Tennessee	100	0	0	0	0
Texas--Austin	14	0	65	7	14 (EDW)
Texas Women's	100	0	0	0	0
Toronto	40	0	60	0	0
Washington	0	0	50	50	0
Wayne State	50	0	50	0	0
Western Ontario	25	0	75	0	0
Wisconsin--Madison	33	0	66	1	0
Wisconsin--Milwaukee	40	0	60	0	0

Key:

* = Blank Report
NA = Not Available
NR = No Report

CS = Co-sponsoring Agencies
SP = Summer Program Funds
SS = Self-supporting
LSCA = LSCA Funds
CR = Cost Recovery
EDW = Endowment

Table V-11 through V-13 provide information on the means used to determine compensation for continuing education activities, both for those which bear credit and those for which no credit is offered. In general, schools appear to negotiate fees or maintain a flat fee schedule for outside instructors of noncredit courses. In the case of a school's own faculty, teaching in continuing education courses may be considered part of the teaching load. Credit instruction by outside instructors is most likely to be compensated on the basis of a flat fee. For faculty members the pattern is less pronounced, although the flat fee compensation is more often used than formula or negotiated fee structures.

Table V-11: Summary Methods of Determining Compensation for Continuing Education Program Faculty, 1986-87

Method of Compensation	Number of Schools			
	School's Own Faculty		Outside Instructors	
	Credit	Noncredit	Credit	Noncredit
Negotiated	3	12	9	31
Flat Fee	5	10	10	20
Formula	3	3	1	1
Part of Teaching Load	6	15	0	0

Table V-12: Methods for Determining Compensation for Continuing Education Faculty, 1986-87

Name of College	Negotiated		Flat Fee		Formula		Part of Teaching Load
	Own Faculty	Outside Instructors	Own Faculty	Outside Instructors	Own Faculty	Outside Instructors	
Alabama*							
Albany	x	x					
Alberta				x			x
Arizona*							
Atlanta*							
Brigham Young*							
British Columbia*							
Buffalo		x					
Berkeley*							
UCLA	x			x			
Chicago*							
Chicago State*							
Clarion		x					
Columbia				x			

Table V-12: Methods for Determining Compensation for Continuing Education Faculty, 1986-87

Name of College	Negotiated		Flat Fee		Formula		Part of Teaching Load
	Own Faculty	Outside Instructors	Own Faculty	Outside Instructors	Own Faculty	Outside Instructors	
Dalhousie				x			x
Drexel*							
Emory				x			x
Emporia	x	x					
Florida State		x					
Hawaii		x		x			
Illinois	x	x	x				
Indiana*							
Iowa		x					
Kentucky				x			
Kutztown*							
Long Island		x	x				
Louisiana State				x			
Maryland		x					
McGill		x					
Michigan	x	x					
Missouri		x			x		
Montreal*							
North Carolina		x					
NC - Central*							
N.C. Greensboro		x	x				x
Northern Illinois	x	x	x	x			
North Texas*							
Oklahoma							x
Peabody (Vanderbilt)*							
Pittsburgh		x		x			x

Table V-12: Methods for Determining Compensation for Continuing Education Faculty, 1986-87

Name of College	Negotiated		Flat Fee		Formula		Part of Teaching Load
	Own Faculty	Outside Instructors	Own Faculty	Outside Instructors	Own Faculty	Outside Instructors	
Pratt*							
Puerto Rico			x	x			x
Queens*							
Rhode Island				x			x
Rosary	x	x	x				
Rutgers	x	x					
St. John's				x			x
San Jose*							
Simmons		x	x				
South Carolina	x			x			
Southern Connecticut		x			x		
Southern Mississippi		x		x			x
Syracuse	x	x					
Tennessee		x	x	x	x	x	
Texas--Austin		x	x	x			
Texas Women's		x					x
Toronto			x	x			
Washington	x	x					
Wayne State		x					x
Western Ontario				x			x
Wisconsin--Madison	x	x					x
Wisconsin--Milwaukee		x					x

* = No data provided

Table V-13: Methods for Determining Compensation for Credit Continuing Education Faculty, 1986-87

Name of College	Negotiated		Flat Fee		Formula		Part of Teaching Load
	Own Faculty	Outside Instructors	Own Faculty	Outside Instructors	Own Faculty	Outside Instructors	
Catholic			x	x			
East Carolina				x			
Florida State		x					
Iowa		x					
Kent				x	x		
Michigan			x	x			
Missouri		x					
North Carolina		x					
Northern Illinois	x	x					
Oklahoma							x
Pittsburgh		x		x			x
Rutgers			x	x			x
St. John's			x	x			
Sam Houston	x						
South Carolina				x			x
Southern Connecticut					x	x	
Southern Mississippi		x	x	x			x
Texas Women's	x	x					
Washington		x			x		
Wisconsin--Milwaukee				x			x

Information practitioners are most often sought as instructors for continuing professional education, as summarized in Table V-14. Faculty from the school's own library and information science faculty follow closely with visiting library and information science faculty in third place. Data from individual schools is presented in Tables V-14 and V-15.

Table V-14: Summary of Sources of Faculty for Continuing Education Instruction, 1986-87

	Number of Schools				
	Not at all				To a great extent
Source of Instructor	1	2	3	4	5
Own Library Faculty	5	11	16	11	6
Visiting Library Faculty	20	10	7	11	2
Other Faculty in Own Institution	28	12	6	3	0
Other Faculty from Other Institution	21	10	11	7	0
Information Practitioners	8	2	13	21	11
Other	21	10	11	7	0

Table V-15: Sources of Faculty for Continuing Education Instruction, 1986-87

Name of College	Library Dept Faculty	Visiting Faculty	Other Faculty from own Institution	Other Faculty from other Institution	Library Info Science Practitioners	Other
Alabama	*	*	*	*	*	*
Albany	4	4	1	1	3	1
Alberta	4	2	2	2	4	1
Arizona	*	*	*	*	*	*
Atlanta	*	*	*	*	*	*
Brigham Young	*	*	*	*	*	*
British Columbia	*	*	*	*	*	*
Buffalo	1	4	1	4	5	1
Berkeley	*	*	*	*	*	*
UCLA	4	4	1	1	3	1
Catholic	3	4	4	1	1	1
Chicago	*	*	*	*	*	*
Chicago State	*	*	*	*	*	*
Clarion	1	1	1	1	1	5 (Architect)
Columbia	2	1	1	3	4	1

Table V-15: Sources of Faculty for Continuing Education Instruction, 1986-87

Name of College	Library Dept Faculty	Visiting Faculty	Other Faculty from own Institution	Other Faculty from other Institution	Library Info Science Practitioners	Other
Dalhousie	2	1	1	2	4	2 (Sr. Govt Policy Maker)
Drexel	3	1	1	1	3	3 (Nonlibrarians)
East Carolina	3	1	1	1	4	3 (Authors)
Emory	3	4	4	4	4	1
Emporia	3	1	1	4	5	1
Florida State	4	1	1	2	4	1
Hawaii	2	3	1	3	4	1
Illinois	2	4	2	2	3	1
Indiana	*	*	*	*	*	*
Iowa	4	4	2	2	4	4 (Authors, Editors Illustrators)
Kent	2	2	3	2	4	1
Kentucky	3	1	1	3	4	2 (Consultants)
Kutztown	*	*	*	*	*	*
Long Island	1	1	1	1	3	5 (Storytellers)
Louisiana State	1	5	1	1	1	1
Maryland	2	2	1	2	4	4 (Related Disciplines)
McGill	3	1	1	1	1	5 (Database Vendors)
Michigan	3	1	3	3	3	1
Missouri	5	4	4	4	5	1
Montreal	*	*	*	*	*	*
North Carolina	2	2	1	3	4	1
NC - Central	*	*	*	*	*	*

Table V-15: Sources of Faculty for Continuing Education Instruction, 1986-87

Name of College	Library Dept Faculty	Visiting Faculty	Other Faculty from own Institution	Other Faculty from other Institution	Library Info Science Practitioners	Other
N.C. Greensboro	1	1	1	1	5	1
Northern Illinois	5	3	1	3	3	1
North Texas	*	*	*	*	*	*
Oklahoma	5	1	3	1	1	1
Peabody (Villanova)	*	*	*	*	*	*
Pittsburgh	2	5	1	3	3	1
Pratt	*	*	*	*	*	*
Puerto Rico	3	4	3	4	4	1
Queens	*	*	*	*	*	*
Rhode Island	4	1	2	1	2	1
Rosary	3	1	3	1	4	1
Rutgers	3	3	2	3	5	1
St. John's	2	2	1	1	4	1
Sam Houston	3	3	3	3	3	3 (Authors, Other Teachers)
San Jose	*	*	*	*	*	*
Simmons	5	3	1	1	4	4 (Bus. Faculty)
South Carolina	3	3	1	3	4	4 (Corp. Instructors)
Southern Connecticut	5	1	1	1	5	1
Southern Mississippi	5	2	2	3	3	3 (Specialists)
Syracuse	2	1	1	1	5	3 (Administrators)
Tennessee	3	1	2	1	1	2 (Gov't, Online Trainers)
Texas--Austin	3	1	1	4	2	2 (Nonlibrarians)
Texas Women's	4	4	1	1	1	1
Toronto	4	2	2	1	3	3 (Ph.D. Students)
Washington	2	2	2	2	5	1
Wayne State	4	3	2	2	4	1
Western Ontario	4	1	1	1	4	1
Wisconsin--Madison	4	2	2	2	5	1
Wisconsin--Milwaukee	3	4	2	4	4	1

* Blank Report
**Range: 1 = Not at all 5 = To a great extent

Table V-16 illustrates the preference of schools for administration of coordination based in the library school, whether a library school faculty member or a designated coordinator. In a substantial percentage of reporting schools, however, the dean or school director is assigned the responsibility. Table V-17 details responses from reporting institutions, coded to indicate level of responsibility.

Table V-16: Summary of Methods of Administration & Coordination of Continuing Education Actvities, 1986-87

Method of Administration & Coordination	Number of Schools	Percent
Library School Coordinator	29	59%
University CE Office	17	35%
Faculty Committee	13	27%
One Faculty Member Assumes	31	63%
Faculty Rotate	5	10%
Dean or Director	25	51%

Table V-17: Methods of Administration & Coordination for Continuing Education Activities, 1986-87

Name of College	School Coordinator	University CE Office	Faculty Committee	Faculty Member	Faculty Rotation	Dean/ Director
Albany						I
Alberta				T		
Buffalo	T			T		
UCLA	I					T
Catholic		T				
Clarion		I				
Columbia	T			I		
Dalhousie	I		T			
Drexel		I		I		I
East Carolina				I		T
Emory						T,I
Emporia	T,I			I		
Florida State		I	T	I		
Hawaii	T	T				T
Illinois	I	I		I	I	T
Iowa	T	I			I	
Kent				T,I		T
Kentucky		T	T			
Long Island				T	T	T
Louisiana State		I			T	I
Maryland	I			I		
McGill			T	I		I
Michigan	T			T		
Missouri	T			T		
North Carolina				I		T,I
N.C. Greensboro				I		T

Table V-17: Methods of Administration & Coordination for Continuing Education Activities, 1986-87

Name of College	School Coordinator	University CE Office	Faculty Committee	Faculty Member	Faculty Rotation	Dean/ Director
Northern Illinois	T,I	T,I				
Oklahoma				I		
Pittsburgh	T,I		T,I	I		
Puerto Rico	T,I	T,I				T
Rhode Island			T	T,I		T,I
Rosary						T
Rutgers				T		
St. John's	NA					
Sam Houston			I	I		
Simmons				I		T
South Carolina	T,I		T	I		T
Southern Connecticut				I		T,I
Southern Mississippi	I	I		I		
Syracuse	I					
Tennessee	T					
Texas--Austin	T					
Texas Women's						T
Toronto				T,I		
Washington	T	T				
Wayne State	I		I	I		T
Western Ontario			T,I			
Wisconsin--Madison	T		I	T	I	
Wisconsin--Milwaukee	T,I	T,I				

SUMMARY AND COMPARATIVE ANALYSIS
by Evelyn H. Daniel

During 1987-88, 562 full-time faculty members with an average budget of $861,179 instructed some 14,754 students (8,411 FTE), produced 4,626 graduates and instructed 18,830 enrollees in 500 continuing education activities. Some of these numbers are taken from the total population of 60 ALA schools, and some from a lesser number.

Table I provides summary statistics for the past five years, with the number of reporting schools for each figure given in parentheses below.

TABLE I.

Summary Statistics
ALISE Reporting Years
(Data from previous academic year in most cases)

	1984	1985	1986	1987	1988
ALA Schools	66	66	63	60	60
Full-time Faculty	658 (63)	650 (66)	603 (62)	575 (57)	562 (55)
Students (headcount)	12,656 (64)	13,370 (66)	12,792 (58)	13,766 (56)	14,754 (59)
Students (FTE)	7,177 (64)	7,338 (66)	7,056 (58)	7,619 (56)	8,411 (59)
Graduates	3,945 (64)	3,886 (66)	3,679 (58)	3,944 (56)	4,626 (59)
Total Income	$ 40,946,371 (61)	43,749,612 (64)	40,026,720 (56)	42,645,479 (54)	48,226,021 (55)
New Courses (added-deleted)	141-78 (62)	132-62 (66)	62-45 (59)	32-23 (57)	29-16 (60)
New Programs	6 (62)	8 (66)	8 (59)	6 (57)	8 (60)
CE Enrollments	22,700 (63)	18,552 (64)	18,817 (56)	15,644 (58)	18,830 (60)
# of CE Events	565 (63)	553 (64)	477 (56)	480 (58)	500 (60)

Because these statistics are based on many different reporting bases, Table II provides normalized data for key variables.

TABLE II.

Average Data per School Reporting

	1984	1985	1986	1987	1988
Full-time Faculty	10.44	9.85	9.73	10.09	10.22
Students (headcount)	198	203	221	246	250
Students (FTE)	112	111	122	136	143
FTE Student/Faculty Ratio	10.73	11.27	12.54	13.48	13.99
Graduates	62	59	63	70	78
Average Income	$ 666,334	683,500	714,763	789,731	861,179
CE Enrollments	360	290	336	270	314
CE Events	9	9	9	8	8

The above figures provide a more accurate assessment of the strength of library/information education. It is a mixed picture, but there are positive indicators, chief of which is the steady growth in the student body and in the number of graduates per year. On the negative side is the fact that there have been fewer ALA-accredited schools each year, and that the numbers of full-time faculty are dwindling; thus contributing to a rise in student/faculty ratio from the more acceptable 10:1 typical of graduate programs in research universities to nearly 14:1. Further increases in this ratio could negatively impact the faculty's level of research productivity as teaching and advising demands rise.

Another bright spot in the picture is the reporting from variously 7 to 10 non-ALA schools. Last year there were 7 and the year before there were only 4. As the ALISE Associate Instructional Membership category contains 17 schools, the data are difficult to analyze in the same way as is done for ALA schools. Last year's report omitted a summary of non-ALA data and this year the mention will be cursory as well. Still, it is usually from these ranks that new accredited programs become ALA schools (sometimes again, as will be the case for Wayne State University). The schools are generally small and more frequently hold departmental status and chair rank for their executive. This year's average faculty size was 5.3. The 10 non-ALA reporting schools collectively graduated 230 students, added 7 new faculty positions, had an average income of $376,513, a total student headcount of 520 and an average of 65 students per program.

INCOME AND EXPENDITURES

In examining the average income to determine if the healthy 10.4% budgetary increase this year and a similar one (10.5%) the year before demonstrates true growth, I again used a technique first used in the 1986 report of comparing the income increases against consumer price index increases for the same period. In 1986, the annual income with increases over the past five year period was about $85,000 less than it would have been had the increases kept pace with inflation. Table III below shows data for the most recent five-year period. It should be noted that there is a real growth in income of about $124,000. On an average budget of over $870,000, it represents a 14% increase. To some extent, this is an artifact of the lag the public sector often exhibits relative to economic trends, but perhaps not entirely.

TABLE III.

Consumer Price Index Comparisons to Average Budget

	Lib/Info School % Increase	CP Index for Year	Average Income	Expected Income if Based on Based on CPI Index	Net Gain (or Loss)
1983			609,396		
1984	9.0	6.0	666,334	664,242	2,092
1985	2.6	3.2	683,588	687,657	(4,069)
1986	4.6	4.3	714,763	712,982	1,781
1987	10.5	3.6	789,731	740,497	49,234
1988	10.4	1.1	872,268	797,628	74,640
TOTAL (5 year period)			$ 3,726,684	$ 3,603,006	$ 123,678

Given the more technology-based curriculum, it might be surmised that the new money was invested in such things as new equipment, computing and communications. Table IV below documents a jump in computing expenditures between 1986 and 1987, a steady and growing investment in equipment purchases, and more erratic and unpatterned expenditures for communications.

TABLE IV.

Average Expenditures for Computing, Equipment and Communications

	# of Schools	Computing	Equipment	Communications
1988 (1986-87)	55	14,142	21,680	13,471
1987 (1985-86)	54	14,017	18,856	11,252
1986 (1984-85)	56	10,568	16,744	13,427

Given the size of the average budget, these numbers do not represent major increases. Roper reports that the entire support budget for teaching and administration amounts to only 9% of the total. With salaries and wages consuming ever-greater proportions of the budget (this year 77.9%; last year 75.8%), there is little discretionary money for other purposes.

FACULTY

Faculty salary increases were not large, but with the low rate of inflation, represent real but modest growth again this year. Average salaries and the percent of increase over last year are given in Table V below.

TABLE V.

Average Academic Year Faculty Salaries* and
Percent of Increase over the Previous Year

(*Salaries for Deans and Directors given for the fiscal year)

	Mean 1986-87 Salary	Mean 1987-88 Salary	% Change
Deans & Directors*	*$ 61,247	*$ 65,262	6.5
Professors	47,340	49,405	4.3
Associate Professors	34,851	36,270	4.0
Assistant Professors	28,962	29,767	2.7
Entry Level Asst. Prof.	27,183	29,092	7.0

New assistant professors and deans and directors gained the largest proportional raises, although all average increases exceeded the index of inflation. There were 43 new assistant professors this year, 12 of whom were given fiscal year appointments. There were 12 new or new "acting" deans and directors. Sineath notes 3 deans have fiscal year salaries exceeding $90,000 and 17 earn more than $70,000.

REPRESENTATIVENESS OF FACULTY AND STUDENTS

Issues of gender, minority and international student representation, and increasing interest in age distributions can be examined with the data provided in these reports.

On gender, the male to female faculty ratio is now 55:45, a slight increase in females, continuing a stream of small increases each year. A similar slight increase in females may be seen in the ratio of deans and directors, currently 62:38 (last year 63:37). The same ratio for Master's students is 22:78 (21:79 last year) and for doctoral students, it is 38:62 (37:63 last year).

Minority representation has been weak and continues to be so. For the deans'

and directors' positions, of 54 schools reporting, there are 8 executives who come from a minority group for a proportion of 15%. For the three professorial ranks, there were 34 minorities for an 8% portion. Examining doctoral programs to determine if pool of minorities is developing for new faculty positions, there were 6 doctorates awarded to minority candidates this year (6.7% of the total). There are 55 minority students now enrolled in doctoral programs (13.9%). The picture is even weaker for Master's graduates and current Master's students, where 256 minorities received degrees this past year (6.3%) and 490 minorities are currently enrolled (5.9%).

International students represent a substantial chunk of doctoral students with 101 students (38.9%) and a lesser number at the Master's level---504 for 7.7% (up from 485 last year). Schools with more than 40 international students include Indiana, Pittsburgh and Syracuse. The foreign students hail from 88 countries but were disproportionately strong from Taiwan and China and somewhat less so from other Asian countries.

Barbara Moran's recent article on "The Greying of the Faculty" suggests we should monitor the age distribution of faculty fairly closely. Despite the somewhat startling statistics cited by Sineath that nearly one-half of all faculty in ALA schools have been appointed in the last seven years, 66.5% of faculty are between the ages of 45 and 59, and 18.5% are 60 and older, leaving only 15% who are below the age of 40. An examination of the age distribution of doctoral students suggests that library/information education usually is not their chronologically first career choice. Table VI. below documents this.

TABLE VI.

Sex and Age Distribution of Doctoral Students

	Fall 85		Fall 86		Fall 87	
	n	%	n	%	n	%
Males 20-39	67	22.4	78	19.0	96	23.9
Males 40-55+	33	11.0	33	8.0	54	13.5
TOTAL MALES	100	33.4	111	27.0	150	37.4
Females 20-39	114	38.1	184	44.9	129	32.2
Females 40-55+	85	28.5	115	28.1	122	30.4
TOTAL FEMALES	199	66.6	299	73.0	251	62.6
TOTAL	299		410		401	
% 40-55+	39.5%		36.1%		43.9%	

The same table for Master's students conveys a similar trend.

TABLE VII.

Sex and Age Distribution of Master's Students

	Fall 85		Fall 86		Fall 87	
	n	%	n	%	n	%
Males 20-39	1160	18.5	1274	17.3	1301	16.3
Males 40-55+	186	3.0	240	3.2	310	3.9
TOTAL MALES	1346	21.5	1514	20.5	1611	20.2
Females 20-39	3861	61.7	4337	58.8	4514	56.5
Females 40-55+	1055	16.8	1519	20.6	1860	23.3
TOTAL FEMALES	4916	78.5	5856	79.5	6374	79.8
TOTAL	6262		7370		7985	
% 40-55+	19.8%		23.8%		27.2%	

PROGRAMS AND STUDENT DISTRIBUTIONS

Much attention in this summary and analysis has been given to Master's and doctoral programs as the dominant groups in ALA schools. There are some interesting changes in other groups. The last three annual reports have documented a sizable increase in full-time equivalent undergraduate students, as shown in Table VIII. below.

TABLE VIII.

Undergraduate Student Enrollments

	1985	1986	1987
Number of Schools Reporting	8	5	7
Headcount	2152	2341	2374
FTE	701	819	1076
Degrees awarded	300	217	235

Thirty-three of the fifty-nine schools reporting indicate that they offer some undergraduate courses. Eight schools report over 100 students each. Seven schools award the Bachelor's degree in small numbers, except for Montreal's 107 graduates and Pittsburgh's 95 this year. Pittsburgh's undergraduate program is in information science. Two other new information science programs at Drexel and Syracuse report enrolling 116 and 146 students, respectively. Southern Connecticut, although graduating only 6 Bachelor's students this year, has a headcount of 290 students, the majority of which are full-time.

Undergraduate students now make up an increasing proportion of FTE enrollment. In 1986, this was 10% and seemed relatively minor. It moved to 11% in 1987 and accounts for 13% this year, with a substantial number of students in the pipeline.

Post-Master's programs have never been strong, and although recovering a bit from last year's low of 88 FTE to 111 FTE this year, they are less important numerically than are the undergraduates. 68 degrees or certificates were granted to Post-Master's recipients this year, scattered in groups of 5 or less at 19 schools. Columbia, the twentieth school, appears to have the only substantial Post-Master's program, graduating 21 students. 19 other schools offer a degree but had no graduates and few enrolled students.

Joint degrees abound. There are 79 different varieties offered by 31 ALA schools, although one suspects that there are fewer students overall than there are programs. The most common joint degrees are in history and law, with business also coming into vogue. In addition, thirty schools crosslist some 134 courses with, by far, the highest proportion of them being in education.

Off-campus programs are again rising in popularity. 34 schools offered a total of 312 courses away from campus (289 last year and 287 the year before), with two schools---Long Island and Indiana---contributing nearly a quarter of that number. Only three schools presently report using television as an instructional delivery mechanism---South Carolina, San Jose and Indiana---but several more indicate plans for this in the future.

The largest net addition to curriculum occurred in management and information technology coursework, perhaps predictably. Nine schools have added research courses this year. Audio-visual courses were the only category with a net loss, although it was small. As noted in Table I. above, there was less curriculum activity and fewer new courses added this year than in any of the past five years. On the average over the past five years, each school has added three additional courses to its inventory.

New programs were reported at 10 schools. Of particular note are Rutgers' new Master's of Communication and Information Science, Pittsburgh's Master's in Telecommunication and Syracuse's Baccalaureate in Information Science. Pittsburgh's Master of Information Science and Syracuse's Master of Science in Information Resources Management continue to do well.

CONTINUING PROFESSIONAL EDUCATION

In the 1987 report, Robbins notes the 20% decline in CE events offered and a drop in total enrollment of 17% for 1984-85. This year there were 20 more events but over 3000 more attendees. The change seems to be attributed to increases of over 1000 each in symposia and colloquia. Fluctuations in attendance are fairly marked from year to year, however.

In an attempt to relate CE events to financial support, Table IX appears below. The table is somewhat difficult to interpret. In comparing the CE report with the income and expenditures one, some curious anomalies appear. Some schools had expenditures for CE but did not report any events, and some had events but no expenditures. Clearly, schools must use different bases for interpreting the question and accounting for CE funds. Support comes primarily from institutional funds and from fees, with some small amounts received from contracts and grants, endowments, LSCA and other Federal funds. Some faculty contribute time as part of their teaching load. These contributions may form a substantial part of the financial support without being reported as such. Nine schools report 100% of their CE funding came from fees this year, compared to 13 last year.

TABLE IX.

CE Events and Institutional Income and Expenditures

	1986 (1984-85)	1987 (1985-86)	1988 (1986-87)
Total events	477	480	500
Attendance	18,817	15,644	18,830
# Schools Reporting CE Events/Total Reporting This Year	45/56	45/58	46/60
Income from CE Activities	$ 505,407	$ 483,145	$ 465,788
# Schools Reporting CE Income	24	22	21
Expenditures	$ 521,847	$ 506,589	$ 520,810
# Schools Reporting CE Expenditures	27	25	45
Mean Level of Support from Institution	31.7%	29.1%	36.2%
Mean Level of Support from Fees	61.4%	68.5%	56.5%

CONCLUSION

This concludes a more analytic summary than has been typical. In 1986, I concluded with a profile with the modal school, and will again this year. For the 1987-88 academic year, the modal school:

* had a male dean earning approximately $68,000 per year
* had 7-10 faculty, mostly tenured, with generally one more male than female, and with earnings as follows:
  - Professors @ $49,400
  - Associate professors @ $36,200
  - Assistant professors @ $29,800
* had 2.7 administrative and instructional staff employees
* had an average FTE enrollment of 143 students (9 were minorities and 10 were international students)
  - 107 in the Master's program
  - 18 in an undergraduate program
  - 5 in a doctoral program
  - 4 in a Post Master's program
  - 10 enrolled as special students
* had a 5% enrollment increase
* gave $ 59,000 in aid to some 24 students
  - $ 2,400 to Master's students
  - $ 2,000 to Post-Master's students
  - $ 2,800 to doctoral students
* required 36 semester hours for the Master's degree; half in required courses
* listed 54 courses in the catalog and offered 43 during the year, including 5 off-campus and 2 that were cross-listed
* offered 8 continuing education events
* had an average income of $ 872,000, a 10% increase over last year and spent it as follows:
  - $ 670,000 on wages and salaries
  - $ 44,000 on teaching and administration
  - $ 35,000 on computing and equipment
  - $ 10,000 on the library
  - $ 35,000 on research
  - $ 46,000 on student aid
  - $ 9,000 on continuing education

  The remainder in miscellaneous categories.